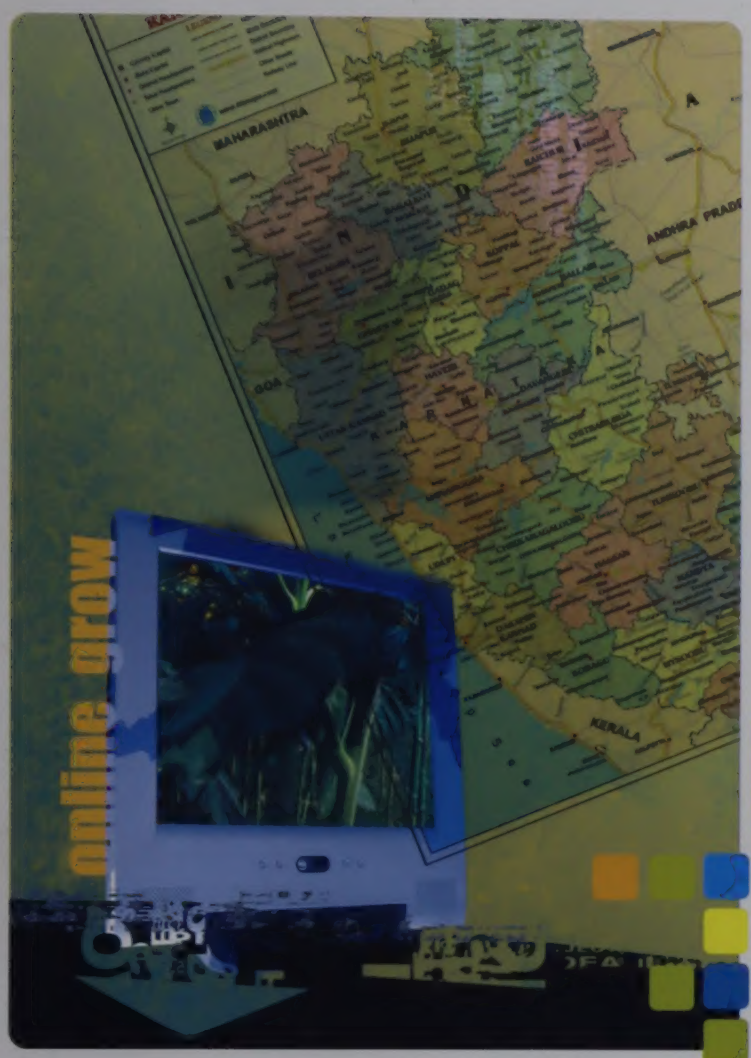
Pre-Service Elementary Teacher Education in Karnataka: A Status Study



KARNATAKA JNANA AAYOGA
(KARNATAKA KNOWLEDGE COMMISSION)
GOVERNMENT OF KARNATAKA

AUGUST 2011

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KARNATAKA JNANA AAYOGA

(Karnataka Knowledge Commission)

Government of Karnataka

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Preface

Karnataka Jnana Aayoga (Karnataka Knowledge Commission) was constituted in September 2008 under the Chairmanship of renowned space scientist Dr. K.Kasturirangan, who is also a Member of Planning Commission, Government of India. The mandate of the Commission is to transform Karnataka into a vibrant knowledge society. To accomplish the stated mandate, the Commission identified six focus areas, submitted sixty recommendations and commissioned six research studies.

The report presented here ***Pre-Service Elementary Teacher Education in Karnataka: A Status Study*** is the culmination of series of discussions held within the Working Group on Literacy and School Education (WGLSE) on reforming pre-service and in-service teacher education in the state. Taking this forward, KJA submitted the recommendation to the Government, in August 2009, for consideration. Sequel to the submission, several rounds of meetings were held with the Department of Primary and Secondary Education, Government of Karnataka to draw implementation mechanism. On the suggestion of the Department of Primary and Secondary Education, a research study to find out the status of D.Ed. colleges in the state was commissioned with the following terms of reference-

- To document the infrastructure of D.Ed. colleges in Karnataka in terms of physical resources; academic resources and human resources
- To ascertain the level of understanding of teacher educators in terms of their subject knowledge in mathematics, general sciences, social sciences and languages; pedagogic knowledge vis-à-vis nail-kali and NCF-2005; and clarity of goals with respect to knowledge, skills and disposition that are to be imparted to students
- To capture classroom practices of teacher educators' in terms of their planning; structure of delivery of lessons; interaction with students and use of assessment techniques.

To understand the status of D.Ed. colleges in the state, a stratified random sampling technique was used. The sample comprised of 108 D.Ed. colleges, 600 teacher educators and 983 teacher trainees. Proportional representation of government, aided and unaided colleges was also ensured to make it representative. The report presents several recommendations to strengthen pre-service elementary education system of the state. KJA is pleased to present the findings and recommendations for consideration of the concerned stakeholders.

I thank Dr. Mythili. R., Director of R.V. Educational Consortium and management of Rashtreeya Sikshana Samithi Trust for carrying out this research study. I am thankful to Secretary and all other officers of the Department of Primary and Secondary Education, GoK, and DSERT for their kind support and valuable inputs. My thanks also goes to the Principals, teacher educators and the teacher trainees who shared their views and opinions. The services of the staff of KJA are fondly remembered.

I hope the findings of the report would act as inputs to policies aimed at enhancing the quality of teacher education in the state.

30th August, 2011

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Acknowledgement

Teacher Education is a crucial component in the education sector. Pre-Service teacher education is the first step in the continuum of teacher professional development. The state of Karnataka has been in the forefront in recognising the importance of training teachers and has a long history of pre-service teacher education. Nevertheless, the sector lacks vibrancy in responding to the changing needs of society and the present requirements of elementary schools. Also, pre-service elementary education is seldom given prominence in discourses on quality education. Since the 1990s, in-service teacher education hogged the lime light. This has resulted in accentuating the gap that already existed between pre-service and in-service teacher education. It is heartening to note that Karnataka Knowledge Commission has taken cognizance of the importance of this sector and commissioned a study. The Commission constituted different working groups which have already come out with a broad set of recommendations for the state, covering the entire gamut of education sector.

We thank Dr. M K Sridhar, Member-Secretary, Karnataka Knowledge Commission for giving RVEC an opportunity to conduct this study. Our gratitude to Mr. AVS Murthy, Hon. Secretary, Rashtreeya Sikshana Samithi Trust for his support for this study as with all our endeavours. We thank Mr.S.Rajanna, Director, Department of Primary and Secondary Education and I/C Director, DSERT, for his inputs. We thank the Special Officer, Centralised Admission Cell, for his promptness in supplying us with required data.

This study could not have been completed in three months but for the excellent support and diligence of the entire research team and Ms. Annapurna, Office Assistant, RVEC. I am indebted to them. A special thanks to Dr. Kailasalingam, Prof & Head, Department of Education, Hilekal but for whose timely help this study would not have been possible. I thank Prof. TKS Lakshmi, Formerly Dean, Department of Education, Banasthali Vidyapeeth for her insightful suggestions both before and during the study. I am grateful to Karnataka Education Network members Dr. S.N Gananath, Director, Suvidya; Sri Shivanand Hombal, Director, Dhwani; and Ms. Brinda Rao, Managing Trustee, VSEI India not only for help with preparing the questionnaire for assessing teacher educators' subject knowledge for this study but also the opportunities for frequent dialogues and collective efforts to help deepen our understanding of the sector. My thanks are also due to Ms. Radhamani, Formerly Principal, NSVK TTI for her incisive comments on the Draft Report.

We also thank Dr. Padmavathi B.S, the Senior Research Associate and Dr. Vinay Chandra, Research Associate, Karnataka Knowledge Commission for their enthusiastic participation and involvement throughout the study.

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Executive Summary

Research focusing exclusively in the area of pre-service elementary education is very sparse. Even such research as there are, have not contributed towards formation of policies or even planning in the sector. In this context, the Karnataka Knowledge Commission entrusted RV Educational Consortium with the task of conducting an in-depth study of status of D.Ed colleges across Karnataka.

The objectives of the present study are:

1. To document the infrastructure of D.Ed colleges in Karnataka in terms of-
   1.1 Physical resources
   1.2 Academic resources
   1.3 Human resources
2. To ascertain the level of understanding of teacher educators in terms of their-
   2.1 Subject knowledge in Mathematics, Science & Social Science
   2.2 Pedagogical knowledge vis-à-vis Nali Kali, & NCF, 2005
   2.3 Clarity of goals with respect to knowledge, skills & dispositions that they have to impart to their students
3. To capture classroom practices in terms of teacher educators'-
   3.1 Planning
   3.2 Structure of delivery
   3.3 Interaction with students
   3.4 Use of assessment techniques

Being conceived primarily to analyse the prevailing situation of D.Ed colleges in Karnataka, a participative survey method was adopted. D.Ed Colleges from the four educational divisions were selected, based on the proportion of colleges in each division. A stratified random sampling technique was used to ensure proportional representation of Government, Aided and Unaided colleges. The sample comprised of 108 D.Ed colleges, 600 teacher educators and 983 students teachers. The study used both quantitative and qualitative data which were captured through a set of seven data forms.

The study's major findings are:

- 20 colleges among the sample chosen had closed down
- Colleges studied have adequate infrastructure
- 65% of student teachers enrolled are girls
- A majority of student teachers (41.7%) in the D.Ed colleges belong to the 'OBC' category. Next come student teachers from Scheduled Caste forming 26.4% of the sample
- Overwhelming 71.4% of student teachers come from families whose combined annual income is between Rs.6,000-Rs.12,000/-
- 78% of student teachers are from arts stream
- A majority of teacher educators (63.5%) are male
- The average age of all the teacher educators is 37.4 years
- Very few teacher educators (15%) have experience of teaching in primary schools
- Teacher educators in our sample have attended an average of 2.5 training programmes in their entire career
- Teacher educators performed rather poorly in an assessment to gauge their readiness for implementing reforms in school education mooted by NCF, 2005
- Physical environment of all the classrooms in D.Ed colleges were conducive for lecturing
- In all 147 D.Ed classrooms observed, lectures were predominant
- All student teachers complained about excessive written work
- Teacher educators find the curriculum to be too heavy for two years
- Many teacher educators complained of shortage of time for content enrichment

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Chapter 1

Introduction

1.1 Policy perspectives

A teacher has traditionally occupied an exalted status in Indian society. But teacher education lacks professional rigour despite professional development of teachers having been addressed by almost all education committees and commissions in the past five decades.

The Kothari Commission (1964-66) called for professionalisation of teacher education. It had recommended positing teacher education within "the academic life of universities" as well as "school life and educational developments". The Commission had also recommended the introduction of integrated courses with a comprehensive internship programme.

The first meeting of the Committee on Elementary Teacher Education (1975) under the chairmanship of Malcom Adiseshiah recommended special course for elementary teacher education leading to B.Ed/M.Ed Degrees.

The National Commission on Teachers (Chattopadhyaya Committee Report, 1983-85) recommended a five year integrated programme for elementary pre-service teacher education, after class 12. It suggested general and professional education be pursued simultaneously.

The National Policy of Education (1986) called for the overhaul of teacher education. While reiterating the concerns of earlier committees, the policy emphasised planning for teacher education programmes as a continuous process, with its pre-service and in-service components being inseparable.

Based on the NPE's recommendations, the centrally sponsored scheme of Teacher Education was launched in 1987-88 to establish DIET's and upgrade CTE's and IASE's.

The NPE preview committee (Acharya Ramamurti committee, 1990) recommended that students for teacher education programmes should be selected on the basis on stringent aptitude and attainment. It recommended a competence based training programme integrating theory and practice. The Committee also recommended the adaptation of an internship model for teacher training.

The National advisory Committee on Learning without Burden (Yash Pal Committee, 1993) noted that "inadequate programme of teacher preparation leads to unsatisfactory quality of learning in schools". The Committee recommended derecognition of B.Ed courses by correspondence as it would dilute the rigour required of professional course. The committee emphasised that student teachers need "to acquire the ability for self-learning and independent thinking".

These recommendations have not translated into practice. As the National Focus Group on Teacher Education for Curriculum Review points out, "Teacher Education programmes continue to train teachers to adjust to the needs of an education system in which education is seen as the transmission of information and learning reproduced from textbooks"(NCERT, 2006). This report bemoans the fact that the real needs of school teachers are not being addressed. It recommended the setting up of process model for teacher education. The Group also suggested setting up "high level consultative arrangements between NCERT and NCTE" to align teacher education with school curriculum design.

Subsequently, the National curriculum Framework for Teacher Education (NCFTE, 2009) was drafted. Among other things, the framework commits to initiating a nation wide dialogue with the university system to bring all teacher education programme under the ambit of universities, as suggested by the Kothari Commission. NCFTE recommends starting a four year integrated programme of elementary teacher education in select universities, IASE's and DIET's. It also recommends "a study to assess entry qualification of candidates for pre-service programmes in elementary education to design state specific strategies".

In its recommendations on school education, the National Knowledge Commission (2008) has pointed out that the dignity of school teaching as a profession must be restored while calling accountability of school teachers through transparent systems. The Commission taking cognizance of inadequate training of school teachers suggests improving and regulating pre-service training. The Commission is of the view that teacher training should not be planned with a finite time frame but as a process and within a context that cultivates an attitude of life long learning. The Commission suggests setting up of a mechanism for feed back and interaction between practicing teachers and training colleges.

1.2 Pre-Service Elementary Education in Karnataka

An overview of Pre-service Primary Teacher Education in Karnataka

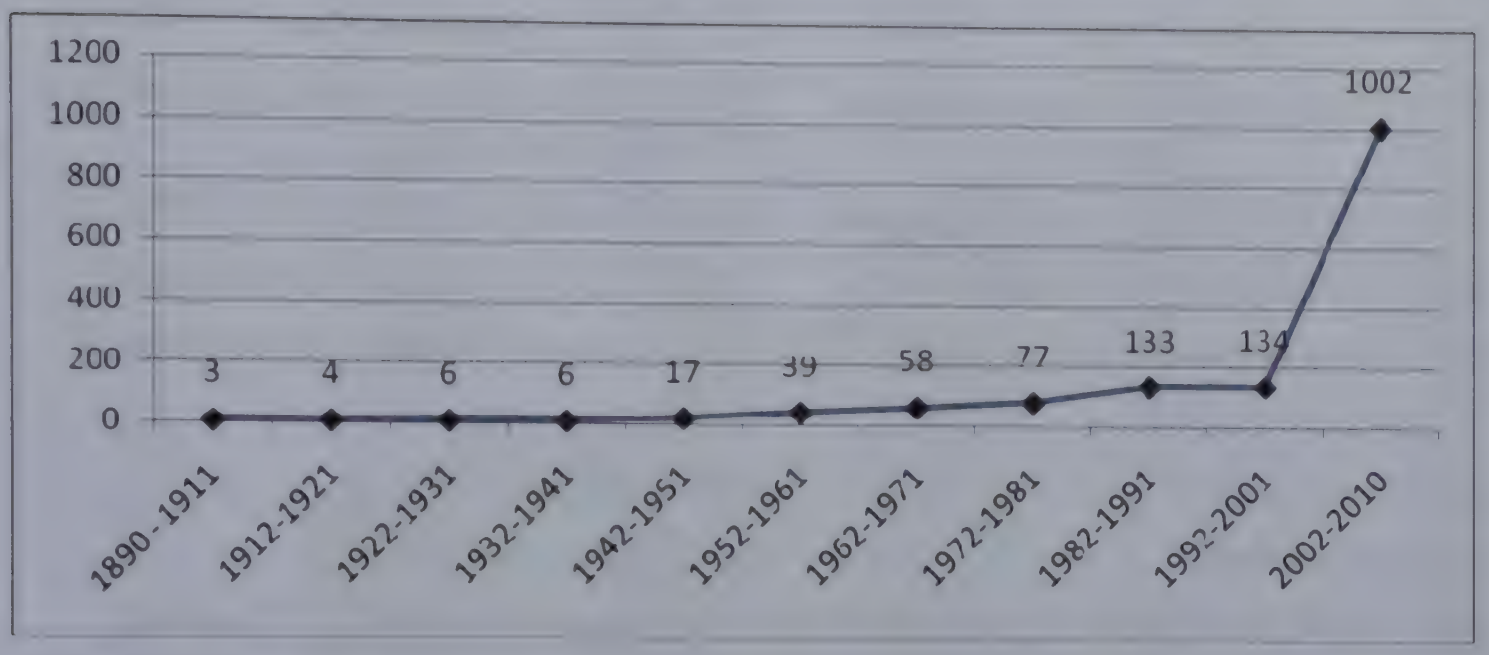
(Excerpts taken from the State Perspective Plan for Teacher Education, DSERT, 2004)

Karnataka has a long history of providing pre service teacher education. The first training institution in the state was set up in Dharwad way back in 1857. Before the reorganization of the states in 1956, several institutions were offering Teacher Certificate Lower (TCL) for candidates with class 8 qualification and Teacher Certificate Higher (TCH) for those with SSLC qualification. These courses were of varying duration, ranging from six months to one year. It was only in 1987-88 that PUC qualification was made mandatory for admission to TCH course, throughout the state.

In 1966, the curriculum for TCH was revised and simultaneously, the duration of the course was increased to 2 years.

The late 1960s and 1970s saw a sudden spurt in the number of teacher training institutions in Karnataka. This can be attributed to the impetus given to teacher training by the Kothari Commission. The figure below shows the growth of elementary teacher training institutions in Karnataka, over the past century.

Graph 1.1 : Decadal growth of TCH Institutions (D.Ed colleges) in Karnataka



The next driving force for strengthening teacher education programme was the National Policy on Education, NPE (1992). With concerns for education for all, the demand for primary school teachers far exceeded the supply. This led to mushrooming of substandard training institutions, across the country. This was one of the factors that accounted for the NPE to moot the establishment of District Institutes of Education and Training (DIETs). Thereby, Karnataka upgraded 20 TTIs into DIETs, which are now nodal centres for both pre service and in service teacher education at the elementary level. In 2004, Karnataka sought and was granted permission from the Government of India to set up 7 new DIETs.

All the teacher training institutions fall under the ambit of the National Council for Teacher Education (NCTE), since it was conferred statutory status in 1993. The NCTE is the statutory authority for granting recognition and fixing intake. However, the Department of State Educational Research and Training (DSERT) co-ordinates all the academic and administrative activities of the institutions including private unaided ones.

The nomenclature of TCH has been changed to Diploma in Education (D.Ed) from the academic year 2002-03. The curriculum was revised in the same year and the duration of the course was increased by six months to provide for internship to students. However, after severe opposition from students, it was reverted back to 2 years which now includes three months of internship.

The subjects prescribed for the two years are as follows:

First Year	Second Year
Edn 1 Conceptual Bases of Education	Edn 1 Educational Management and School Organisation
Edn 2 Psychology in modern education	Edn 2 Trends in Modern Education
Edn 3 Curriculum Transaction	Edn 3 Content based methodology I
Edn 4 Content based Methodology – First Language	Edn 4 Content based methodology II
Edn 5 Practicum I	Edn 5 Practicum I
Edn 6 Practicum II	Edn 6: Practicum II
Edn 7 Health and Physical Education	Edn 7 Health & Physical Education
Edn 8 Work Education	Edn 8 Work Education
Edn 9 Content Enrichment	Edn 9 Action Research
Edn10 Aesthetic and Service Education	Edn10 Aesthetic and Service Education
Edn 11 Computer Education	Edn 11 Computer Education
	Edn 12 Internship

Admission to the course is through a centralized Admission Cell. A merit cum roster system is followed, with a reservation of 50% for women candidates in each category.

Private unaided colleges can fill 50% of seats under management quota, while aided colleges are permitted 25%. The examination of the D.Ed course throughout the state is conducted by the Karnataka Secondary Education Examination Board.

The following figure gives the distribution of D.Ed colleges across the districts of Karnataka.

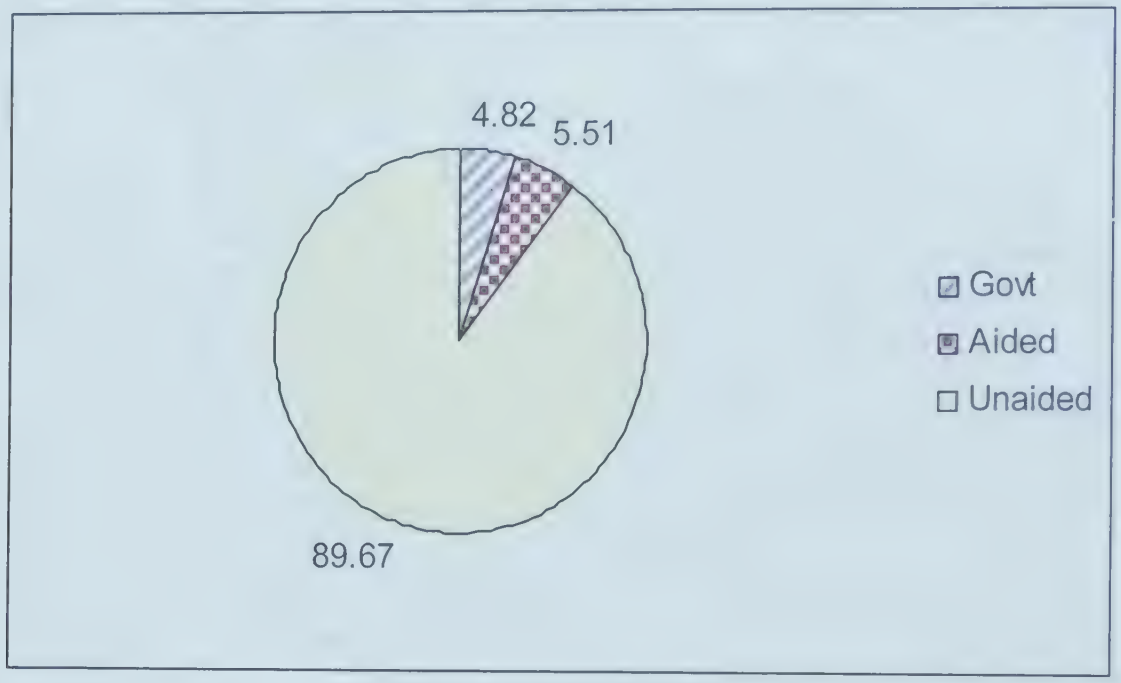
Fig1: Distribution of D.Ed colleges in Karnataka

Note: No.of D.Ed colleges till year 2000 are marked without brackets; Those within brackets refer to the present number of colleges

As can be seen, the distribution is non-uniform with the largest number of new colleges in Bangalore, followed by Kolar. The increase in the number of colleges from 2000 to 2010 has been phenomenal in all districts.

There is also preponderance of unaided colleges as the following graph shows.

Graph 1.2: Percentage of Government, Aided and Unaided D.Ed colleges



The presence of such a large number of private, unaided colleges in the sector indicates that the nature and kind of interventions required are very different from that of in-service teacher education.

The details of students who apply for admission to D.Ed colleges and the number of students actively enrolled in colleges are given below.

Table 1.1: Details of D.Ed college seats and admission

Year	Total No.of Candidates Applied	No.of seats sanctioned			No.of Seats filled			No.of teachers appointed in Govt. Schools
		Govt	Private	Total	Govt	Private	Total	
2008-2009	36417	3270	25927	29197	3100	15914	19014	Nil
2009-2010	33338	3370	25112	28482	3142	14148	17290	4864

1.3 Related Literatu

Research in the pre-s

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The Task Force on Education in its report on *Quality Improvement in Elementary Education (2001)* had made the following recommendations, among several others to improve the quality of Teacher Education:

- Careful selection of faculty of DIETs based on aptitude and academic competence
- Compulsory teaching programme for DIET faculty in elementary schools for one or two weeks every year
- Separation of PSTE wing of DIETs and setting them up as TTIs
- Introduction of B.Ed in elementary education
- Relieving DSERT of the administration of TTIs to enable it to focus on quality improvement.

The Government of Karnataka had commissioned sub-sector studies in education, teacher education being one of them. This report has pointed out the following inadequacies (T.K. Jayalakshmi, 2002):

- Duration of Teacher Education at primary level is insufficient to develop certain skills and content knowledge among trainees
- The standard of both lecturers and students in the pre-requisite content knowledge is very poor
- Teacher education curriculum is loaded with theory as well as a number of assignments
- Teacher Educators of all TTIs are not involved in the special programmes like DPEP, IED and are deprived of good experiences there from.
- No organized academic supervision of the TTIs, especially unaided colleges has resulted in poor quality

Subsequently, the *State Perspective Plan for Teacher Education* (2004) has noted that a spurt of quantitative expansion has resulted in "major concerns regarding the quality of education." This document also noted the following "quality concerns":

- Inadequacy of resources

- Progressively decreasing number of students of science enrolling for both D.Ed and B.Ed course

The State Perspective Plan has suggested giving 'due importance" to content enrichment of primary school teachers. It has also recommended that: "It is desirable to review the D.Ed curriculum and introduce necessary modifications, changes to make it more responsive to the needs of the primary school system in the state."

As a follow-up of this recommendation, the Regional Institute of Education (RIE), Mysore was entrusted with the responsibility of reviewing the state D.Ed curriculum. RIE took up a 'rational review' of the curriculum, without undertaking a field study and has submitted its report to the Government of Karnataka in 2007.

In a pilot study with a small, select sample of D.Ed colleges in Karnataka to identify their current status we found that even in colleges with good physical infrastructure class room practices were didactic and uninspiring. The study also found that teacher educators, especially in unaided colleges have had either no or utmost one or two in-service training (Mythili, R. 2008). The present study builds on this pilot study.

A Comprehensive Study of the Progress of Education in Karnataka (Jagannatha Rao, 2009) has identified lacunae in the D.Ed curriculum. He points out that the D.Ed curriculum is a replica of the B.Ed curriculum. He also feels Western Philosophies and Sociological theories are given more prominence at the expense of Indian experiments. He faults the curriculum for "totally dispensing with, or at best, condensing and limiting to one paper" the various philosophies and theories of education. Instead the D.Ed curriculum should include important reports; contributions of NGOs; comparison between Karnataka and other states; and the various intervention programmes taken up in Karnataka. The author also points out that teacher educators are not given in-service training programmes. He notes that D.Ed college lecturers have B.Ed/M.Ed qualification with experience in secondary education. This has led to a situation where teachers' needs at the primary level are not catered to in D.Ed. Finally, the author brings to fore the lack of sufficient resource books and materials for both students and educators.

Azim Premji Foundation had taken up a quantitative study to understand D.Ed colleges (Rishikesh, 2009). The study found that 12% of D.Ed colleges have closed, less than 5 years of their being set-up. A further 14% are on the verge of closing down. While resources like library and computers are available in all colleges their usage is poor. The study also found that the proportion of male teacher educators is high while 60% of the students enrolled in D.Ed colleges are girls.

A symposium on pre-service Education at the Elementary level was organised by Karnataka Education Network (KEN)*.The symposium was able to suggest definite action points:

- Offering integrated 4 year programme
- Providing adequate opportunities for student teachers to reflect and internalize the course content
- Making capacity enhancement programmes mandatory for teacher educators
- Initiating forums for teacher educators
- Offering fellowships for teacher educators
- Cultivating stronger relationships among the different government structures for implementing and monitoring elementary schools; in service teacher education; and the pre service sector
- Establishing resource centres in D.Ed colleges
- Creating profiles of students entering D.Ed colleges
- Strengthening mentoring of student teachers by school teachers

Gaps in Research

Pre-Service Teacher Education sector has traditionally occupied a low status, within the education system (NCTE, 1998). This is reflected in a virtual absence of research in the field. To help build a robust knowledge base in teacher education, both long term and short term research is needed in the sector primarily, relating to:

* KEN is a synergetic relationship among six organisations and has been working extensively in the D.Ed sector over the last two years

- Understanding the content, context and processes of D.Ed programmes
- Evolving and trying out quality indicators for monitoring teacher education programmes
- Identifying linkages between pre-service and in-service teacher education to help posit both in a continuum
- Studying specific aspects of professional development that creates a significant effect on teachers' practices
- Investigating empirically the relation among teacher education colleges and practicing schools
- Systematically studying teacher education programmes of all types in the state (Nursery Training, D.Ed, B.Ed, RIE, Mysore etc.,) to help develop co-ordination among different institutions and agencies
- Documenting innovations in teacher education

1.4 Need for the Present study

As seen in the previous section, research focusing exclusively in the area of pre-service elementary education is very sparse. Even such research as there are, have not contributed towards formation of policies or even planning in the sector. One of the objectives of Karnataka Knowledge Commission is to facilitate informed policy decisions and its implementation through systematic research. In this context, the Commission entrusted RV Educational Consortium with the task of conducting an in-depth study of a representative sample of D.Ed colleges across Karnataka.

1.5 Objectives of the study

The objectives of the present study are to:

1. To document the infrastructure of D.Ed colleges in Karnataka in terms of-
   - 1.1 Physical resources
   - 1.2 Academic resources
   - 1.3 Human resources
2. To ascertain the level of understanding of teacher educators in terms of their-
   - 2.1 Subject knowledge in Mathematics, Science & Social Science
   - 2.2 Pedagogical knowledge vis-à-vis Nali Kali, & NCF, 2005
   - 2.3 Clarity of goals with respect to knowledge, skills & dispositions that they have to impart to their students
3. To capture classroom practices in terms of teacher educators'-
   - 3.1 Planning
   - 3.2 Structure of delivery
   - 3.3 Interaction with students
   - 3.4 Use of assessment techniques

1.6 Limitations of the study

The study does not include curriculum analysis. Only the respondents' perceptions have been captured. Practice teaching and Internship are likewise not studied in detail, beyond ascertaining student teachers' perceptions. Curriculum and practicum are important components of D.Ed programme. However, it was beyond the purview of the present study to include them.

1.7 Methodology

This study is designed as a survey to identify the current status of select D.Ed colleges.

By ***status*** we mean:

- The basic infrastructure of the D.Ed colleges, in terms of physical, Academic and Human Resources.
- Socio-economic and academic background of teacher educators and student teachers.
- Level of understanding of teacher educators in terms of their subject knowledge, pedagogical knowledge and clarity of goals.
- Classroom practices followed in these colleges

Being conceived primarily to analyse the prevailing situation of D.Ed colleges in Karnataka, a participative survey method was adopted. Hence, apart from collecting information through a schedule, the study involved classroom observation, extensive focused group discussions and interviews.

Sample

D.Ed Colleges from the four educational divisions were selected, based on the proportion of colleges in each division.

A stratified random sampling technique was used to ensure proportional representation of Government, Aided and Unaided colleges. Care has also been taken to have adequate representation of rural and urban colleges. The sample covers 10.8% of D.Ed colleges in Karnataka.

Table 1.2: Sample size

Type of college	Population	Sample	% of Total
Government	37	7	18.9
Aided	40	11	27.5
Unaided	925	90	9.7
Total	1002	108	10.8

The following table gives the number of respondents of the study.

No. of colleges	108
No. of teacher educators	600
No. of student teachers (second year)	983

Tools

A set of seven instruments were prepared after extensive discussions with an experienced researcher in the field. The tool had been piloted in an earlier study (Mythili.R, 2008). An additional questionnaire to test the level of understanding of teacher educators vis-à-vis their subject knowledge, pedagogic knowledge and clarity of goals with respect to knowledge, skills and dispositions teacher educators have to impart to student teachers had been prepared for the present study. These set of questionnaires were piloted with 14 teacher educators. Based on their responses, a few questions that seemed ambiguous to the teacher educators were altered.

The tool is appended to this report.

A brief description of each form is given below.

Instrument 1 sought to collect general information about colleges, in terms of basic infrastructure, profile of student teachers and teacher educators; general requirements and activities of the college.

Instrument 2 had guidelines for classroom observation. The guidelines were prepared on the basis of two broad indicators to capture effective classroom practice, namely:

- Use of interactive and participatory approach
- Promotion of reflective thinking and practice both individually and in groups

Instrument 3 captured written data from student teachers. Apart from brief background information, this questionnaire also elicited student teachers' perception of the D.Ed programme.

Instrument 4 comprised of questionnaires for teacher educators that included among other things, questionnaire to test their understanding of subjects and pedagogy.

Instrument 5 comprised of leading questions to facilitate focused group discussions among student teachers. It attempted to capture their preparedness to enter teaching profession, in addition to ascertaining their needs.

Instrument 6 had leading questions for teacher educators' interview. These questions were meant to capture the gaps that they perceive in the D.Ed programme and the nature of academic support they receive.

Instrument 7 was meant to provide broad guidelines for holding discussions with Department officials and individuals involved with the state D.Ed curriculum revision in 2002.

Data Collection

A team of 17 field researchers were involved in data collection. The team was a mix of largely experienced and a few novice researchers. All of them had teaching background. The researchers were oriented to the study and the tool extensively discussed with them. The novice researchers were given hands on training. An experienced researcher was made in-charge of data collection in each division. They had attended to problems on field if any, within their division.
After completion of data collection a meeting was arranged with the researchers to collate their experiences.

Data Analysis

Both quantitative and qualitative data were collected for the study. Quantitative data analysis was done using Spread Sheet. Analysis of data pertaining to profiles of colleges, student teachers and teacher educators; and knowledge base of teacher educators are presented in the form of frequencies. All data are analysed separately in terms of Divisions and Types of College, i.e., Government, Aided and Unaided. Data related to classroom practices were analysed both quantitatively and qualitatively, based on field researchers' observations.

A scoring rubric was evolved to capture these data, in consultation with experts. Perceptions of stakeholders were captured through written questionnaires and FGDs. A content analysis of the questionnaires and the salient points raised by them in FGDs were undertaken to identify common patterns in responses.

1.8 Report Structure

The next chapter provides an overview of the infrastructure availability in D.Ed colleges along with basic profile of student teachers and teacher educators.

Chapter 3 gives the scores of teacher educators in the different assessments to test their subject knowledge and pedagogical knowledge. Teacher educators were also tested as to how clear they are about the knowledge, skills and dispositions they are expected to impart to their students.

The following chapter captures the classroom practices of D.Ed colleges and reports the observations of researchers.

Chapter 5 reports the perceptions of major stakeholders, as gleaned from interviews and focus group discussions.

The concluding chapter gives a summary of findings along with a list of suggestions, stemming from the study.

Chapter 2

Profiles

Documentation of the infrastructure of D.Ed colleges in terms of their Physical, Academic and Human resources, was done on the basis of an information schedule and written questionnaires. These data are presented here.

2.1 Colleges

Among the sample chosen, we found that 20 colleges had closed. Two more are on the verge of closing, functioning this academic year with only second year students, and with no new admissions for first year. Needless to say, they are all unaided.
Although some of these colleges have stopped functioning nearly two year ago, the Department has not updated this information in its latest list of colleges.
Subsequently additional colleges were randomly chosen in these districts, to ensure adequate proportion of Government, Aided and Unaided colleges.

Table 2.1: Proportion of Government, Aided and Unaided colleges in population and Sample

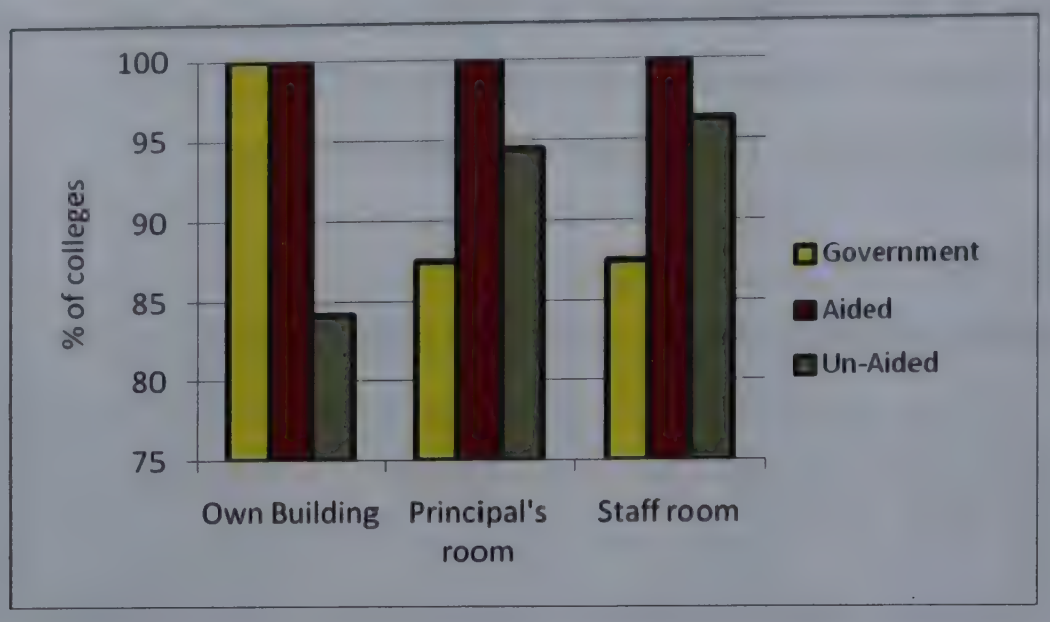
Division	Population				Sample Chosen				
	Govt.	Aided	Un-aided	Total	Govt.	Aided	Un-aided	Total	% of Total
Bangalore	10	16	413	439	4	7	34	45	**10.3**
Belgaum	7	14	220	241	1	2	22	25	**10.4**
Gulbarga	9	1	174	184	1	0	20	21	**11.4**
Mysore	11	9	118	138	1	2	14	17	**12.3**
Total	**37**	**40**	**925**	**1002**	**7**	**11**	**90**	**108**	**10.8***

As can be seen from the table our sample is fairly representative of the population. Availability of basic infrastructure was ascertained during field visits. NCTE norms were kept in mind during data collection. (The norms are appended to this report, vide Appendix 3).

** A sample comprising 10% of the population is the standard norm in Educational Research*

A majority of the colleges have their own building as can be seen in the following graph.

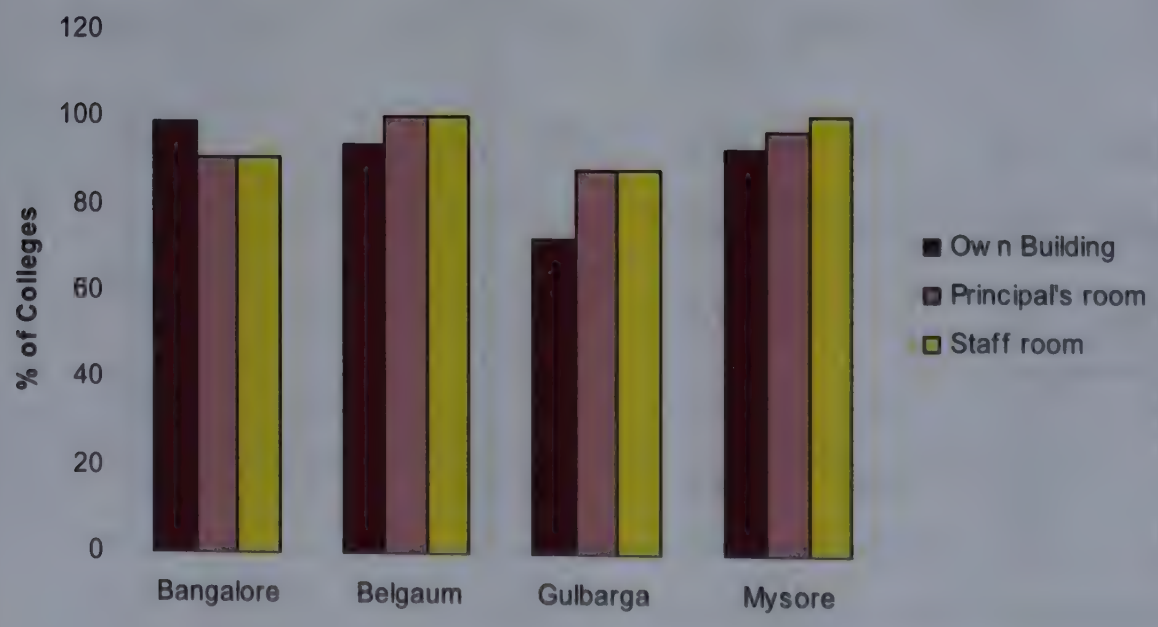
Graph 2.1: Infrastructure availability in colleges



Barring a few unaided colleges all the rest possess their own building.

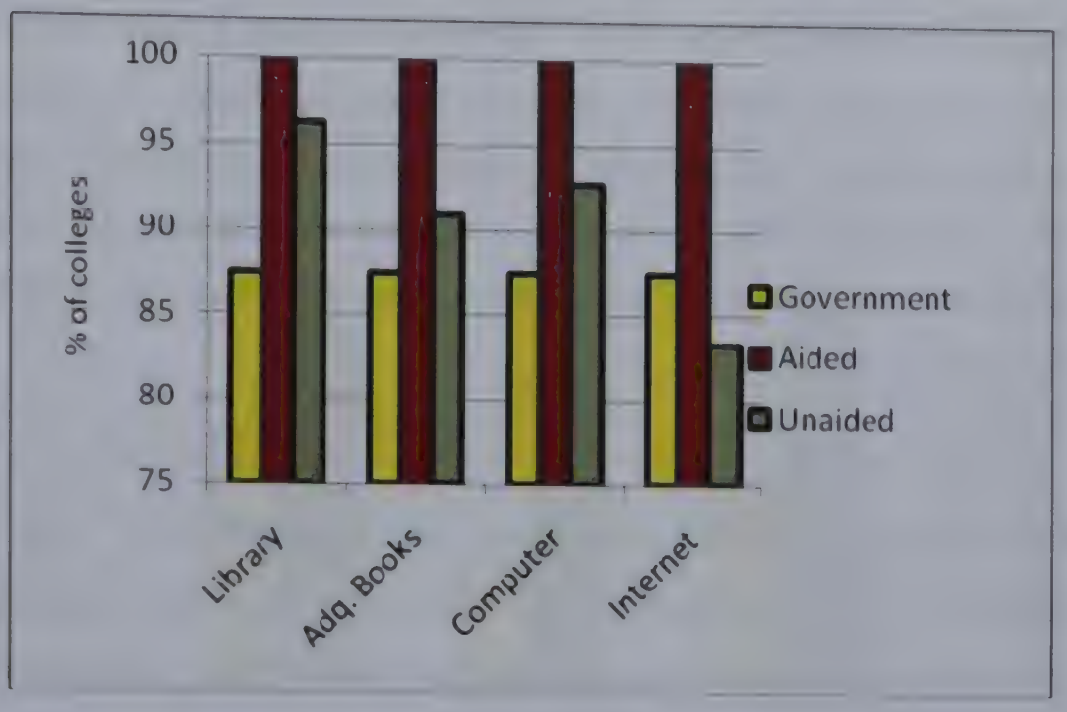
A separate room for Principal staff is there in 93.8% of colleges. The trends across divisions are not very different.

Graph 2.2: Division wise Infrastructure availability in colleges

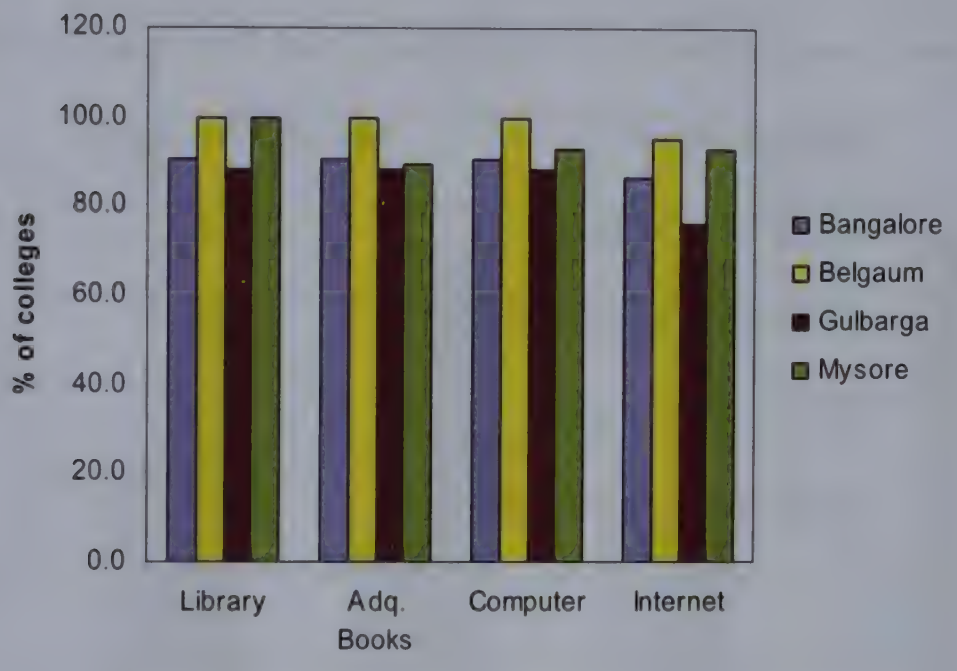


There appears to be no dearth for academic resources in colleges either as Graphs 2.3 and 2.4 show.

Graph 2.3: % of colleges having library and computers



Graph 2.4: Division wise data on availability of basic academic resources



Although library and computers are available in a majority of colleges, their usage is grossly inadequate as gleaned from our interviews with students. Computer classes are taught as theory lessons. Barely in 8% of colleges have students regularly had practical classes. This is primarily due to lack of computer instructors. Likewise, despite 87.8% of colleges having internet facility, none of the students or lecturers, except in DIETs has used the facility in college.

An unaided college in a small village 40 km from Hassan, has a sprawling campus. It is well maintained and has spacious classroom with comfortable furniture. There is a huge assembly hall, a well endowed library, a computer lab with 30 computers and a very well equipped science lab. The science lab has never been used and second year students said they have operated the computers only twice so far. Students use the library more frequently, especially for writing assignments.

As to human resources, NCTE mandates five lecturers and one Principal for a combined strength of 100 or less, for D.Ed colleges. For additional intake in multiples of 50 students, three full time lecturers are required. This requirement is fulfilled in 85% of colleges.

All lecturers and Principals have the required qualification stipulated by NCTE.

Table 2.2: Academic and Professional Qualification of Principals of D.Ed colleges

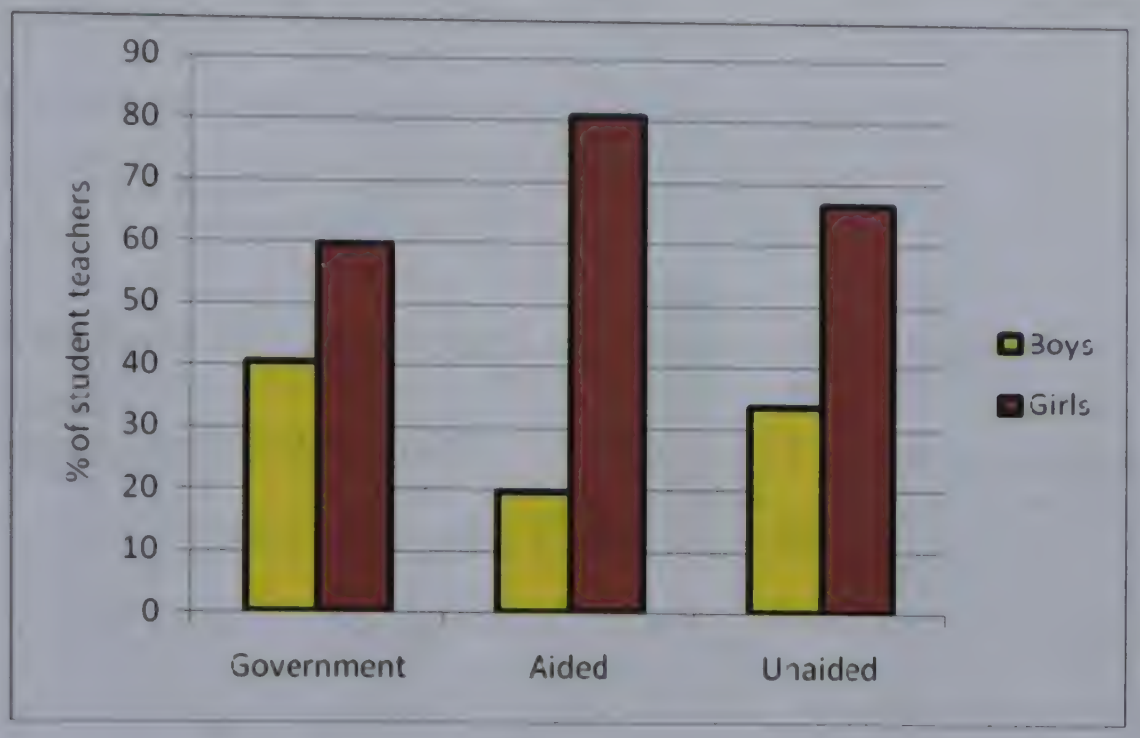
Qualification	No.of Principals
BA/B.Sc + M.Ed	1
BA/B.Sc + M.Phil (Edu)	2
MA/M.Sc + M.Ed	74
MA/M.Sc + M.Phil (Edu)	27

A more detailed profile of the lecturers is given in the section 2.3.

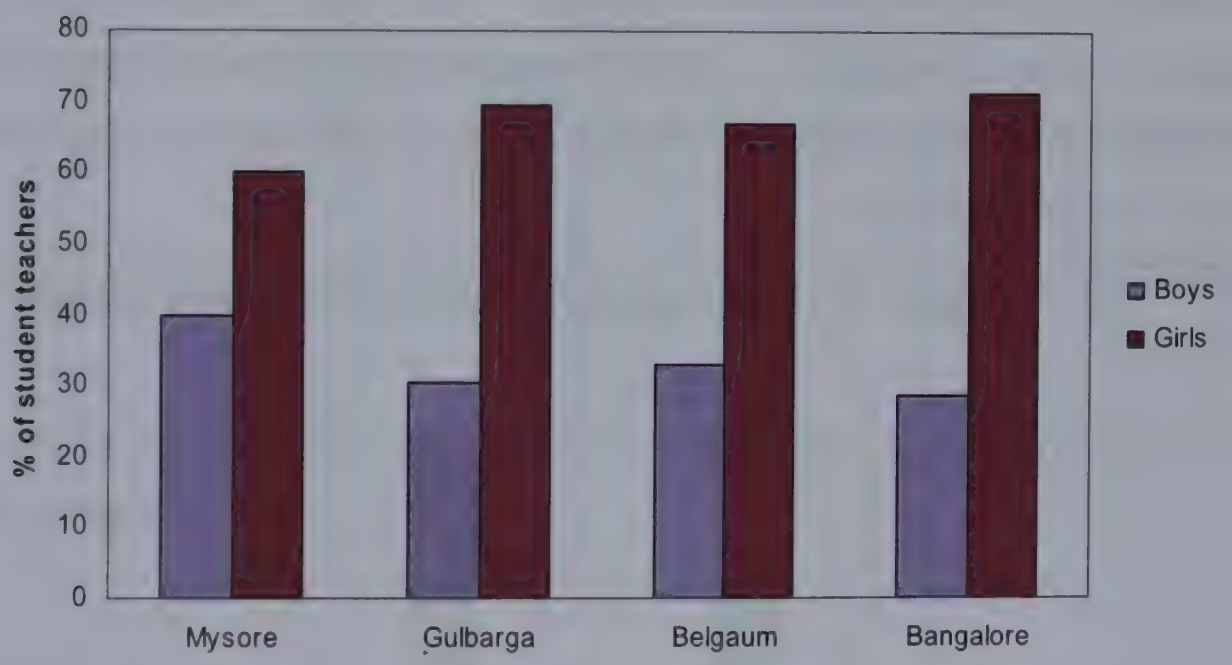
2.2 Student Teachers

It is imperative to understand the profile of students that a course attracts. Curriculum and its effective delivery hinges on this understanding. The sample for these data comprises of 10,279 students enrolled in the 108 colleges we studied. Girls form the bulwark of student teachers across all D.Ed colleges. More than three-fifths of student teachers enrolled are girls.

Graph 2.5: Percentage of girls and boys in Government, Aided and Unaided colleges



Graph 2.6: Percentage of girls and boys across the four divisions



Most students enrolled in D.Ed colleges fall in the age group of 19-20 years, as expected.

Category-wise student teachers' details enrolled in the sampled colleges are given below.

Table 2.3: % of student teachers belonging to different categories in Government, Aided and Unaided colleges

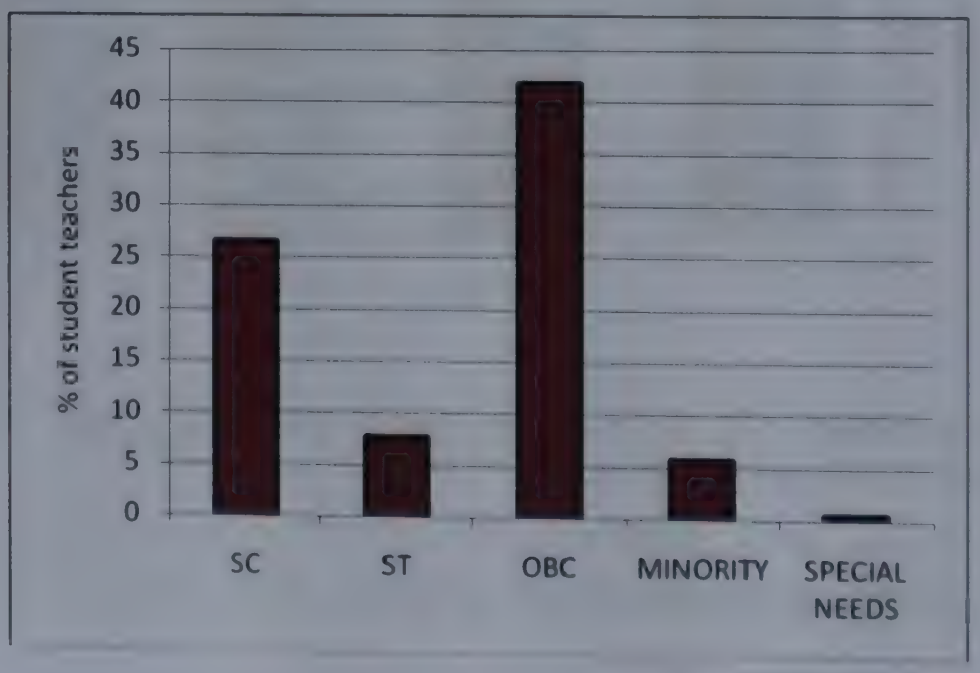
Category	SC	ST	OBC	Others	Minorities	Special needs
Government	14.4	5.1	52.4	12.1	15.3	0.7
Aided	19.2	6.8	40.8	26.7	5.9	0.6
Unaided	28.8	8.1	40.7	17.6	4.5	0.3

Table 2.4: % of student teachers belonging to different categories across the four divisions

Educational Division	SC	ST	OBC	Others	Minorities	Special Needs
Bangalore	25.1	8.5	38.2	17.0	11	0
Belgaum	17.3	5.5	63.3	12.4	0.9	0.6
Gulbarga	31.1	6.6	31.6	28.0	2.1	0.5
Mysore	37.2	9.8	27.9	20.8	4.1	0.3

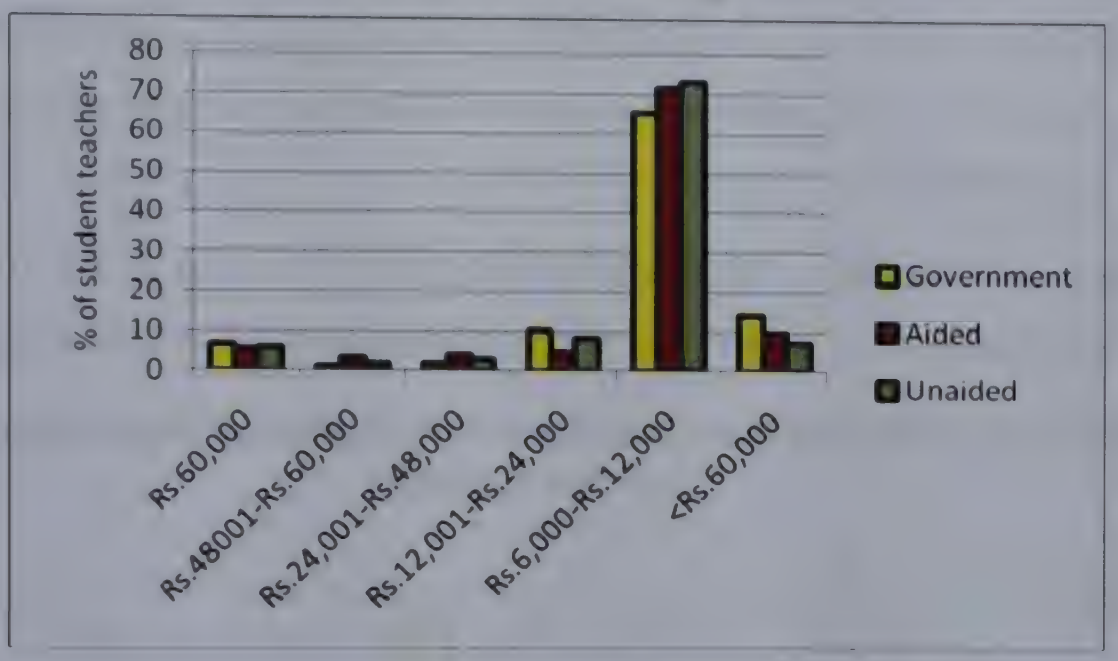
A majority of student teachers (41.7%) in the D.Ed colleges belong to the 'OBC' category. Next come students from Scheduled Caste forming 26.4% of the sample. Four out of every thousand is a student with a special need, in our sample. Almost all of them are polio afflicted.

Graph 2.7: Category-wise student teachers' details



As to students' economic background an overwhelming 71.4% of students come from families whose combined annual income is between Rs.6,000-Rs.12,000/-. This trend is true across colleges and throughout the state.

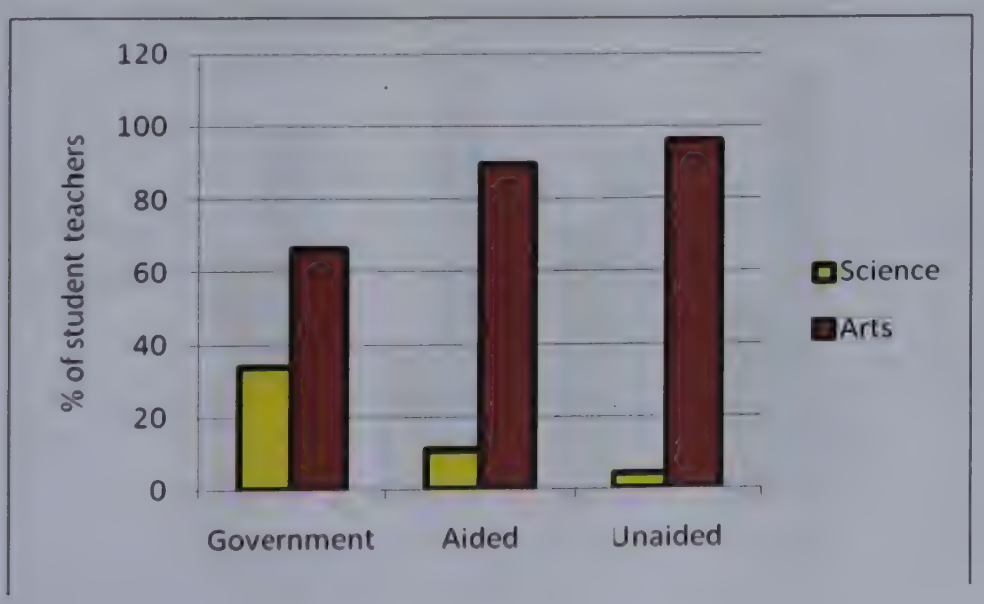
Graph 2.8: Annual Family Income of student teachers in Unaided, Aided and Government Colleges



A recurrent complaint of students in all colleges we visited is about the considerable money. They have to spend to prepare TLMs during teaching practice. Most of them said they could ill-afford this.

A majority of the student teachers are from Arts stream as is seen in the following graph.

Graph 2.9: Subject of study in PUC of student teachers in Government, Aided and Unaided colleges



There is no difference across divisions in this trend in that, more than three-fourths of student teachers are from arts stream.

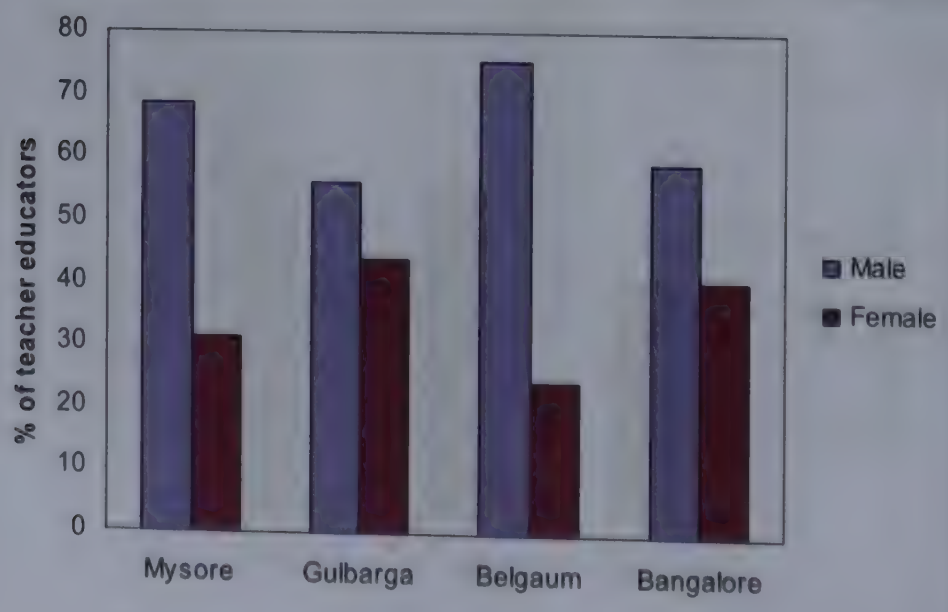
2.3 Teacher Educators

The study sought to build up a basic profile of the teacher educators of D.Ed colleges. Information regarding their gender, age, qualification and number of years of teaching experience was gathered.

This sample size comprises of 606 teacher educators working in the 108 colleges we studied. Unlike students, a majority of teacher educators (63.5%) are male.

Graph 2.10: % of male and female teacher educators in Government, Aided and Unaided colleges

Graph 2.11: % of male and female teacher educators across divisions



This workforce is relatively young. The average age of all the teacher educators is 37.4 years. Those from aided college are slightly older.

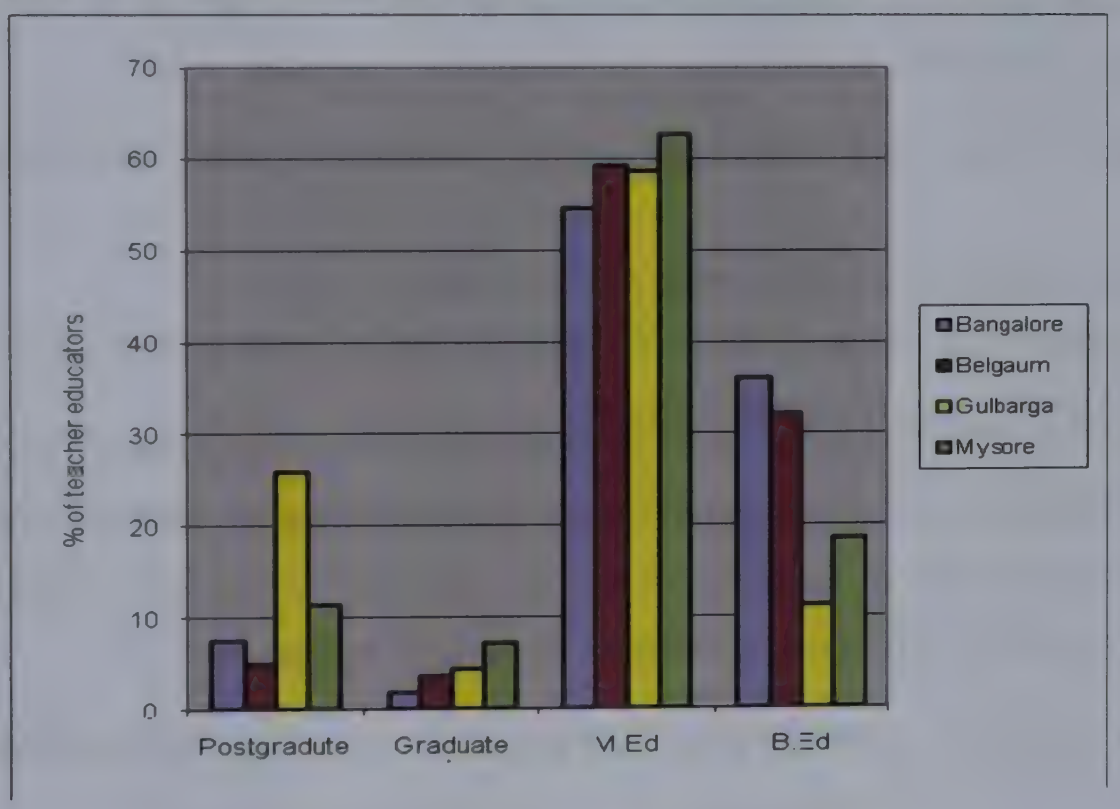
Table 2.5 Average age of teacher educators in Government, Aided and Unaided colleges

Nature of College	Average Age
Government	37.5
Aided	41.2
Unaided	33.5

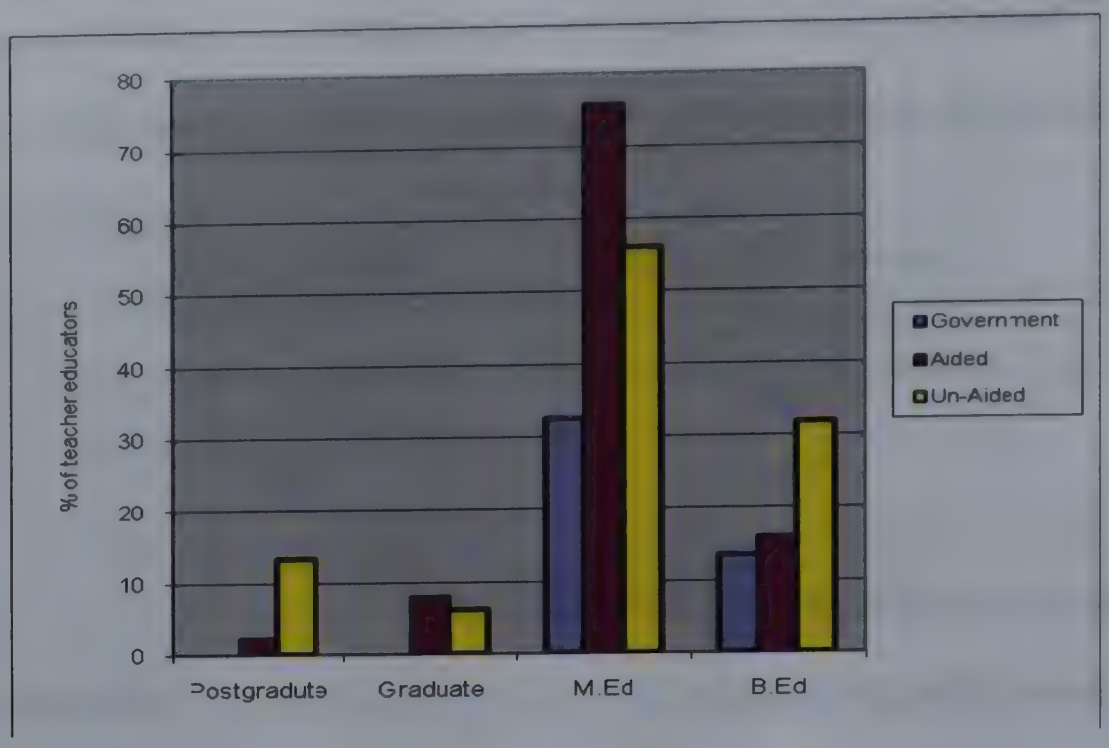
There was no perceptible difference division-wise.

The qualification of teacher educators in all colleges meets the stipulated requirement of NCTE.

Graph 2.12: Qualification of teacher educators: Division-Wise



Graph 2.13 Qualification of teacher educators: Type of College-Wise



In the course of our Focus Group Discussions with teacher educators in one college, the conversation inadvertently veered towards their status in society.

One articulate young teacher educator in his thirties expressed considerable angst that parents

are unwilling to marry their daughters to a D.Ed college lecturer.

Teacher educators in a couple of other colleges also felt that their standing in society is lower than that of a primary school teacher's.

Regarding lecturers' teaching experience, it is a matter of concern that very few of them have experience of teaching in primary schools. The following table gives the average experience of teacher educators at various stages.

Table 2.6: Average teaching experience of teacher educators

Experience	Average in number of years
In Primary School	0.72
In High School	2.15
In PUC	0.42
In D.Ed colleges	2.9

This trend is common across colleges and divisions.

It is also disconcerting to note that a majority of teacher educators have not had any training/orientation as a teacher educator. Teacher educators in our sample have attended an average of 2.5 training programmes in their entire career. Teacher educators of government colleges have attended more training programmes.

Table 2.7: Average number of training programmes attended by teacher educators in Government, Aided and Unaided colleges

Type of College	Average No. of Trg Prog. attended
Government	3.2
Aided	2.4
Un-Aided	2.0

Not surprisingly, Bangalore Division have attended more training programmes.

Table 2.8: Average number of training programmes attended by teacher educators across divisions

Division	Average
Bangalore	3.7
Belgaum	2.8
Gulbarga	2.0
Mysore	1.6

Teacher educators were also assessed for their level of understanding of their subject and pedagogical knowledge. Analysis of this data forms the content of the next chapter.

Chapter 3

Knowledge Base of Teacher Educators

Teacher educators are the key to shaping up effective primary school teachers. Hence, it is important to ascertain their knowledge base. No such attempt has been made earlier, at least as are available in the public domain. As the present study was conceived to understand the current status of D.Ed colleges, it was deemed necessary to assess teacher educators vis-à-vis their respective subject knowledge, pedagogic knowledge and clarity of goals with respect to knowledge, skills and dispositions they are expected to impart to student teachers. These goals have been taken from NCF, 2005 and the State D.Ed Curriculum.

A team of subject experts and pedagogues, with experience in the sector developed the questionnaires. It is heartening to note that teacher educators were open to being assessed. All of them barring two readily agreed to answer the questionnaires. Of the 606 lecturers working in the sampled colleges, four were absent at the time of our field visit. The remaining 600 lecturers filled in Form 4 (which includes the assessments). The primary objective of this assessment is to inform training needs of teacher educators.

3.1 Subject Knowledge

In each language/subject questions pertaining to basic knowledge required of teacher educators to train their students were included.

Teacher educators were asked to answer the questionnaire pertaining to the subject methodology that they handle.

Kannada

The questionnaire for Kannada lecturers included information on Kannada literature. Lecturers in Belgaum division have fared rather well with 68% of them scoring above 75%.

Graph 3.1: Range of Scores in Kannada- Division-Wise

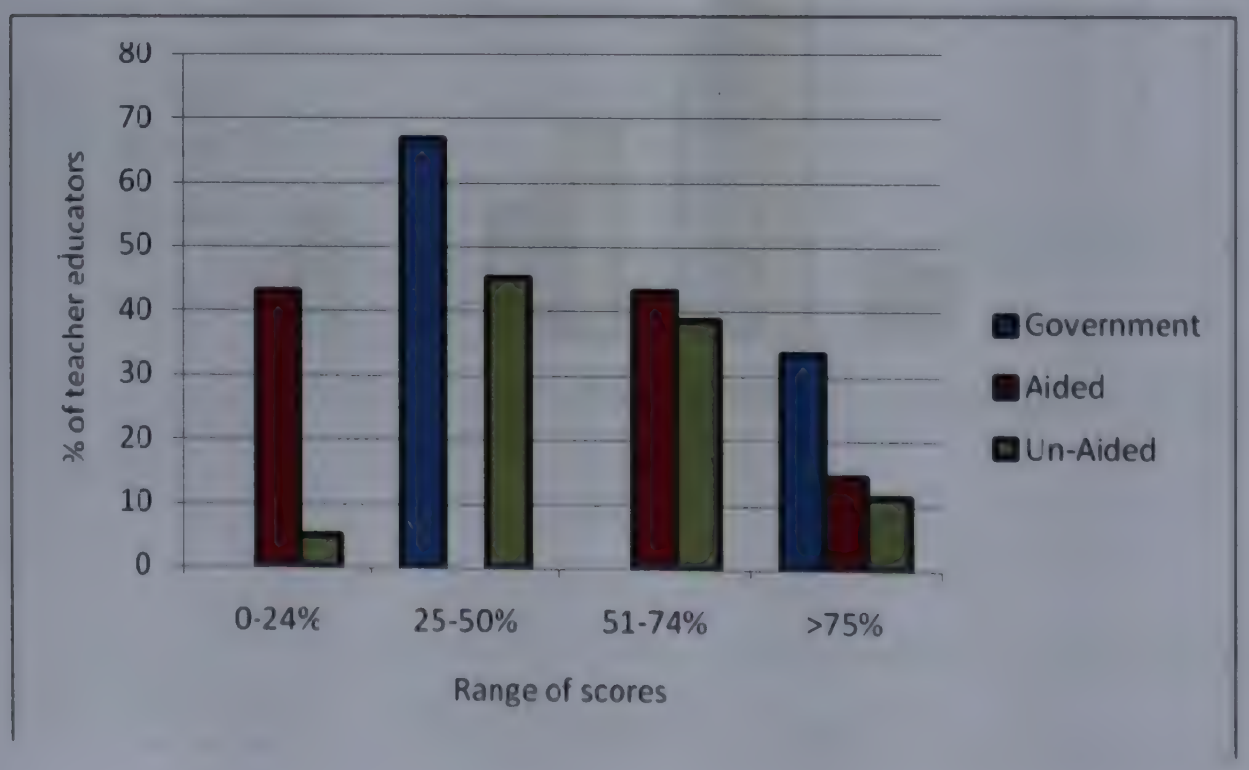
Graph 3.2: Range of scores in Kannada – Type of College-Wise

English

Teacher educators were assessed for their understanding of rudimentary English grammar, and the latest thinking on English language teaching, as enunciated in NCF, 2005.

Graph 3.3. Range of scores in English: Division-Wise

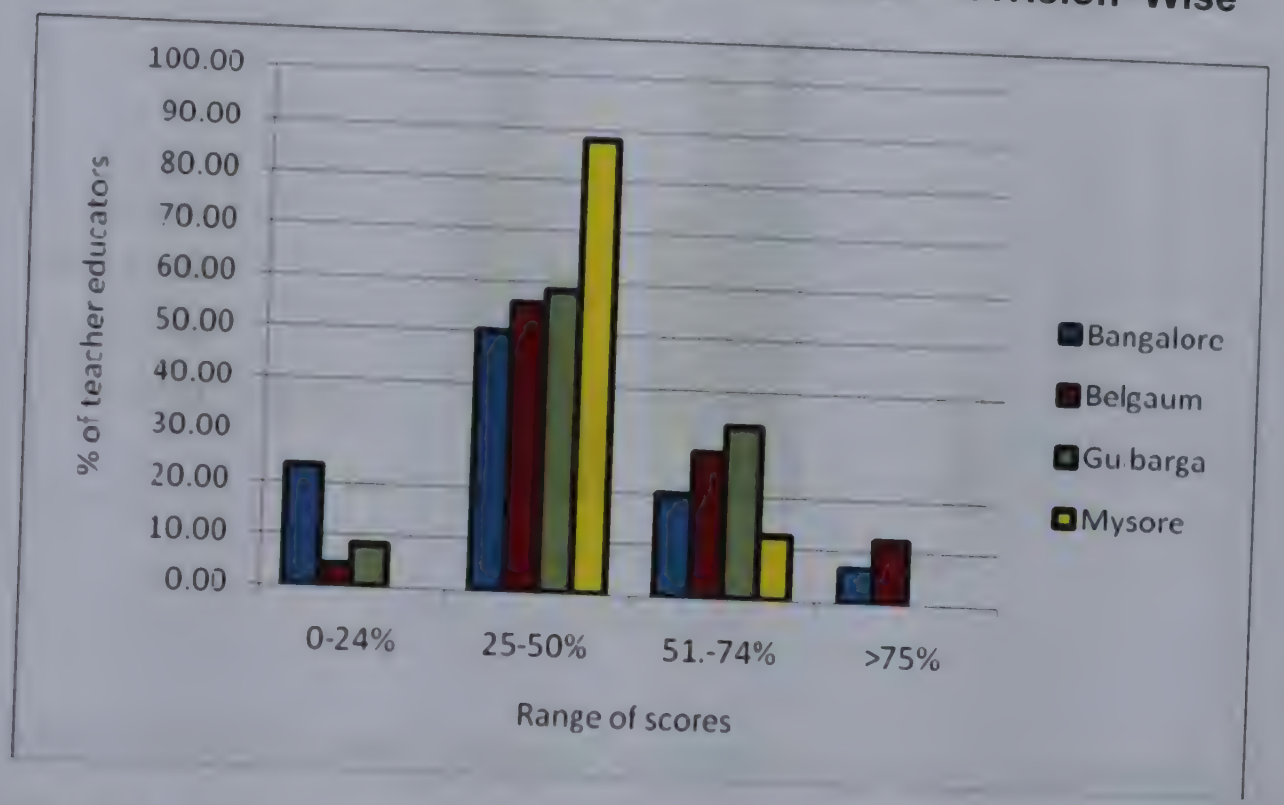
Graph 3.4: Range of scores in English: Type of College-Wise



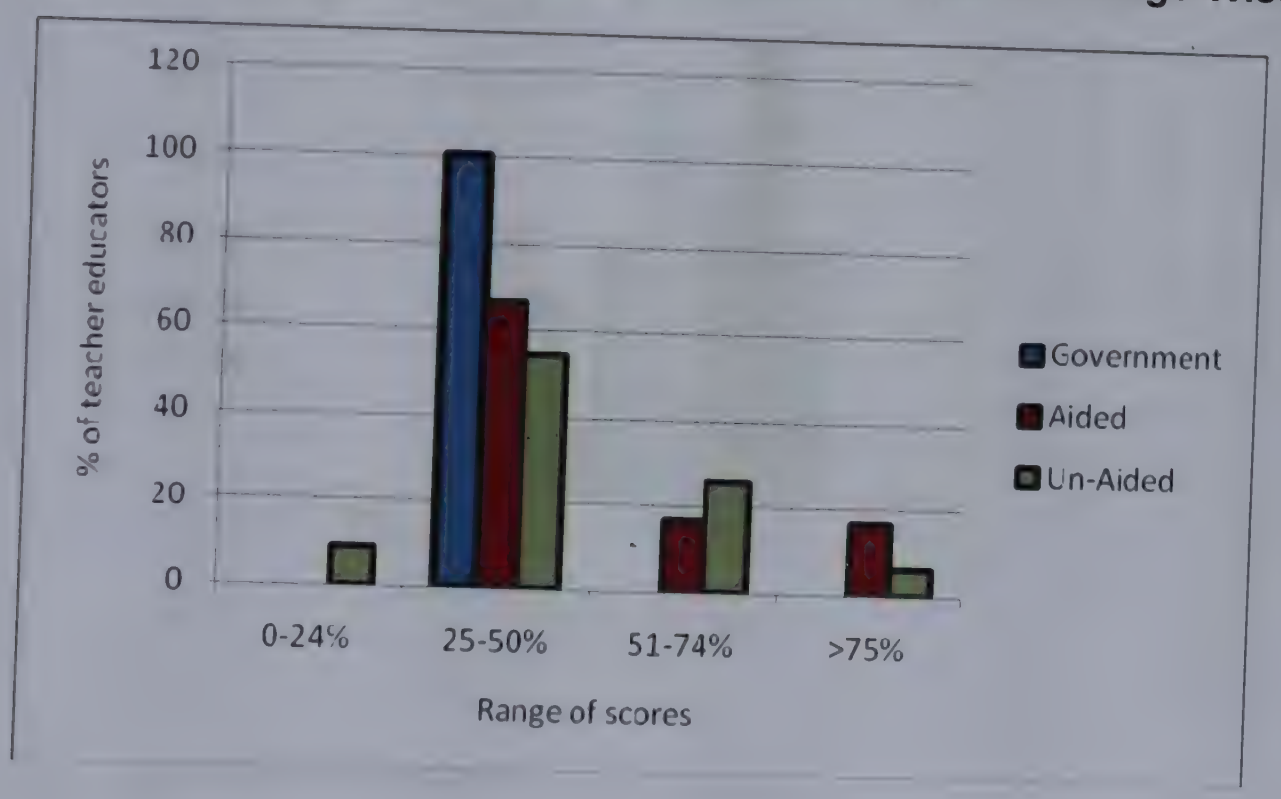
Mathematics

Basic concepts related to elementary school Mathematics, along with three questions on mathematics teaching were included in the questionnaire.

Graph 3.5: Range of scores in Mathematics – Division–Wise



Graph 3.6: Range of scores in Mathematics: Type of College-Wise



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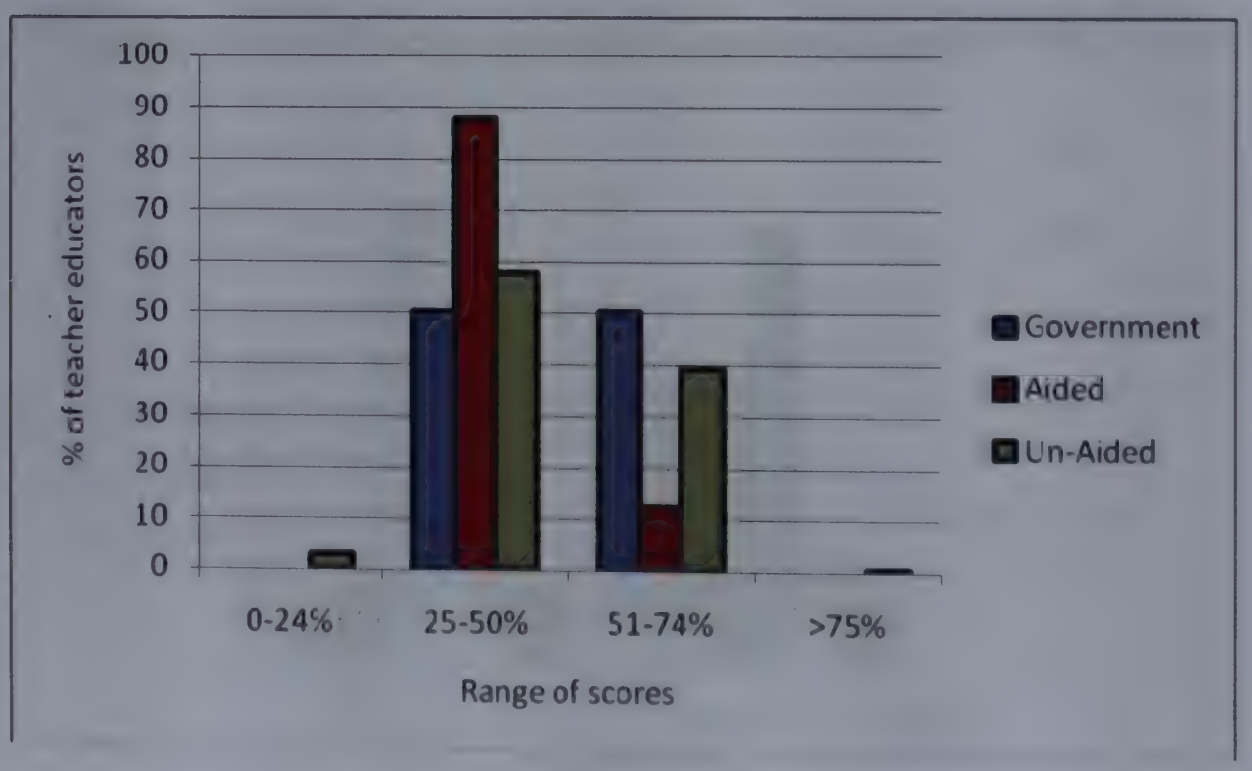
Science

Teacher educators were assessed for their understanding of basic concepts and middle school science principles of science and its teaching.

Graph 3.7: Range of scores in Science – Division – Wise

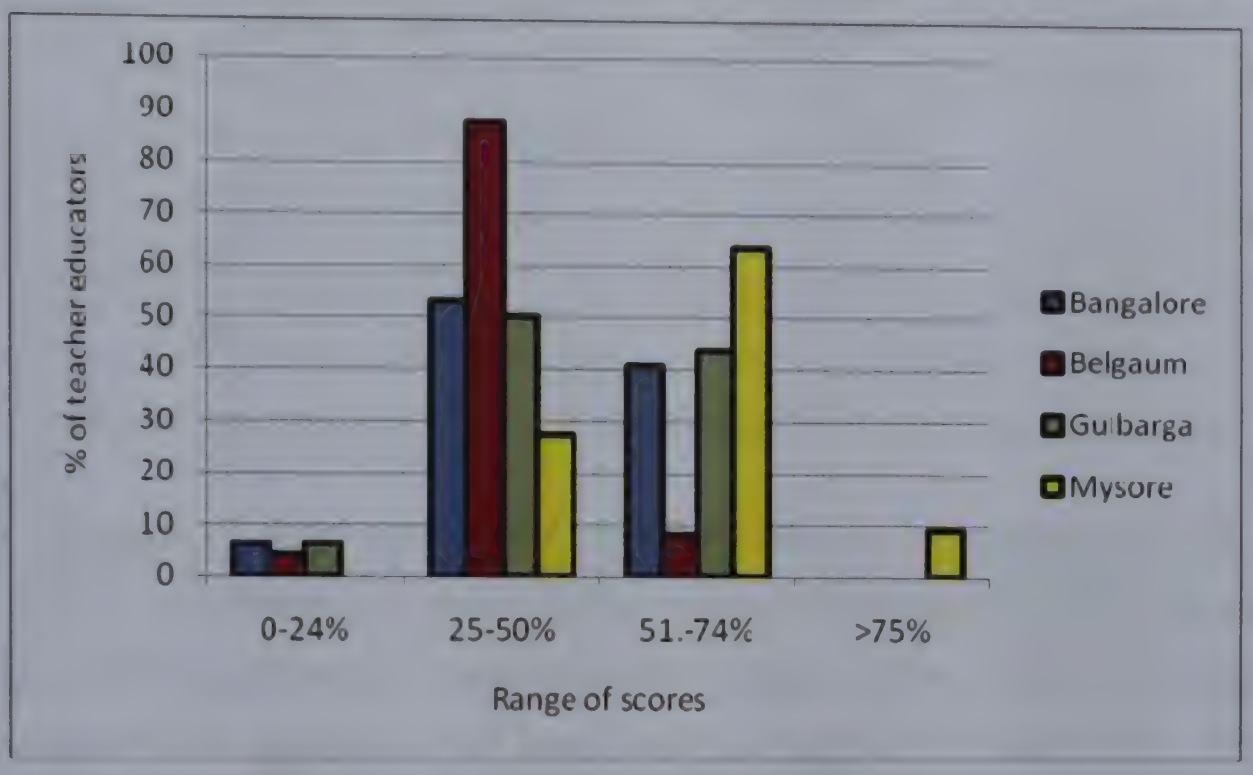
Graph 3.8: Range of scores in Science: Type of College-Wise



Social Science

A few historical facts and basic concepts in geography were asked.

Graph 3.9: Range of scores in Social Studies – Division – Wise



Graph 3.10: Range of scores in Social Science: Type of College-Wise

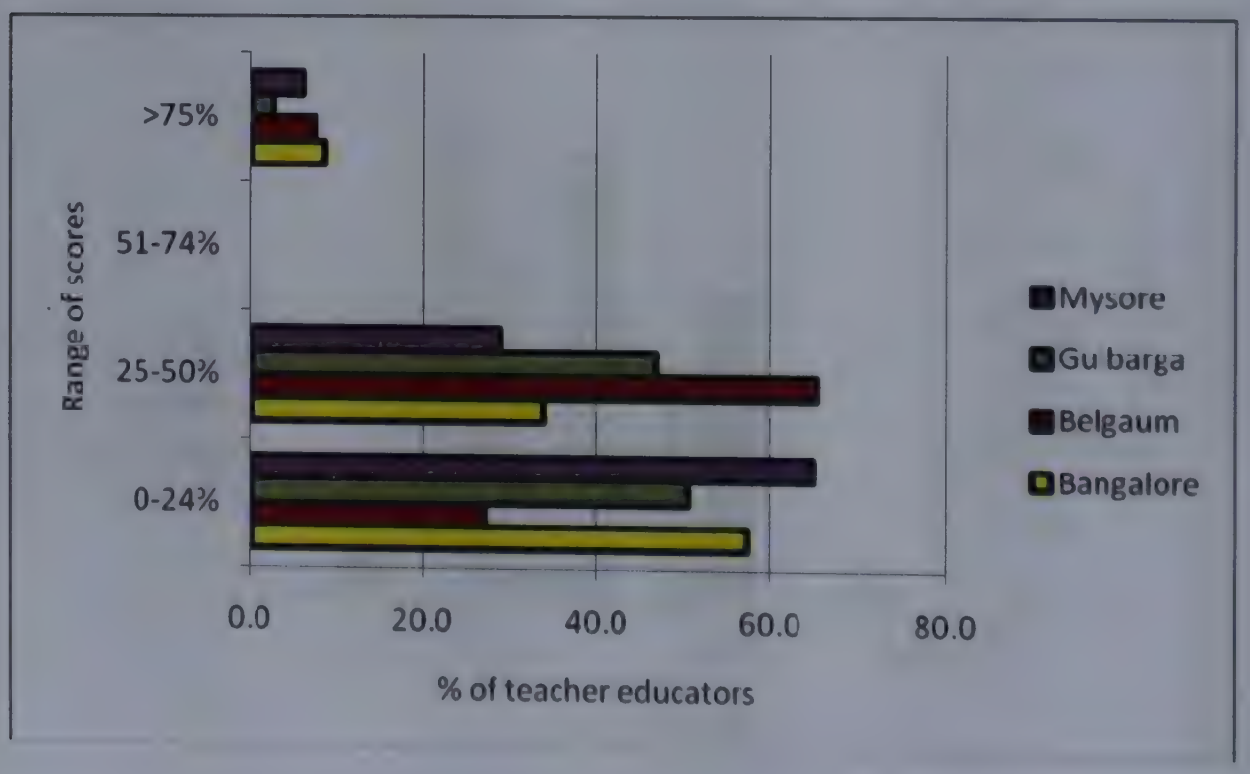
The average scores across subjects is given below:

Table 3.1: Performance of teacher educators across subjects

Subjects	Max.Score Obtained (%)	% of lecturers who have obtained Max.score	Min. score Obtained (%)	% of lecturers who have obtained Min. score	Avg. Score Obtained (%)	% of lecturers who have obtained Avg. score
Kannada	70.8	1.1	0	1.1	45.8	10
English	78.4	6.9	0	2.8	47.3	22.2
Mathematics	90	1.4	0	2.7	50	31.5
Science	83	1.4	8.3	1.4	50	29.7
Social Studies	66.7	1.2	0	1.2	40.7	12.0

This is the first attempt to assess lecturers' knowledge base in subjects. More such exercises are needed with progressively refined tools. As mentioned earlier, one of the objectives of this exercise is to yield a baseline data for planning for training of teacher educators. This data is further supplemented by qualitative data obtained through FGDs.

Graph 3.11: Knowledge of NaliKali across divisions

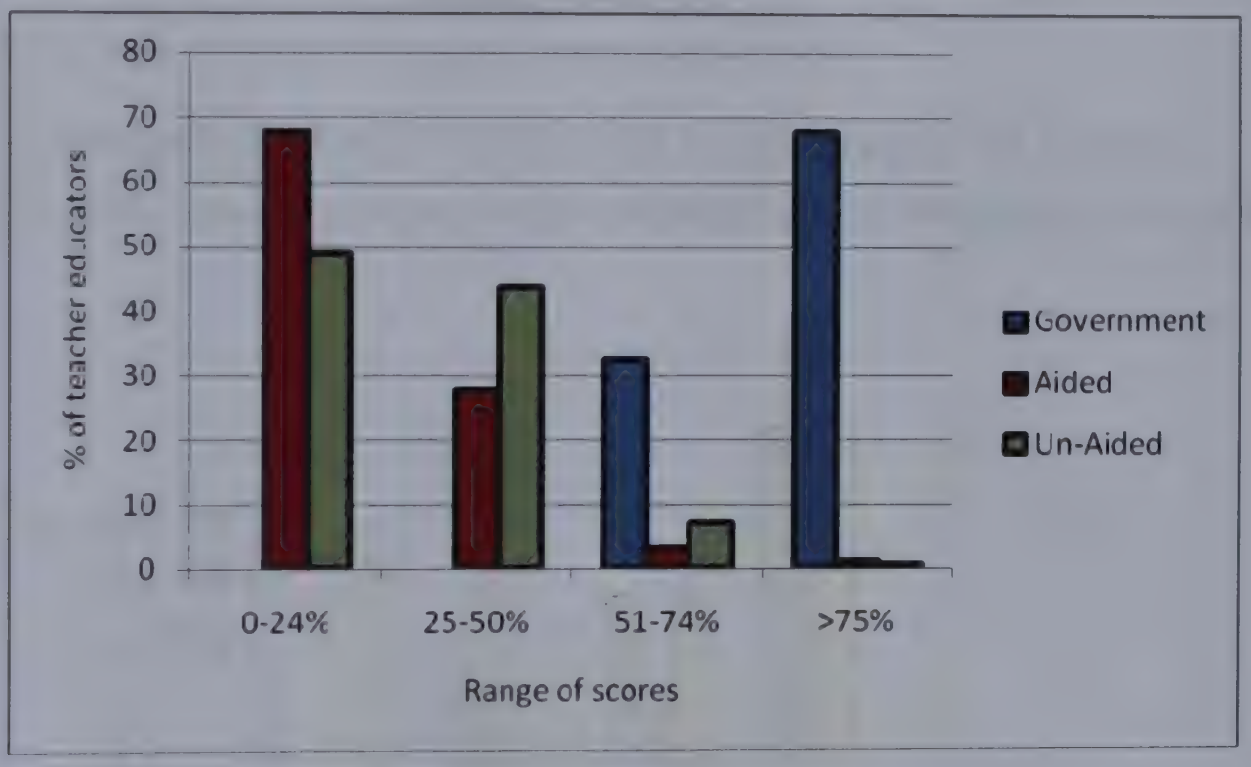


3.2 Pedagogical Knowledge

Teacher educators are expected to have not only subject content knowledge but also an understanding of pedagogy. The Karnataka State Government has adopted NaliKali, a multilevel, multigrade approach for lower primary schools. Also, a curriculum revision on the basis of NCF, 2005 has been undertaken. Therefore questions relating to these were included in the questionnaire.

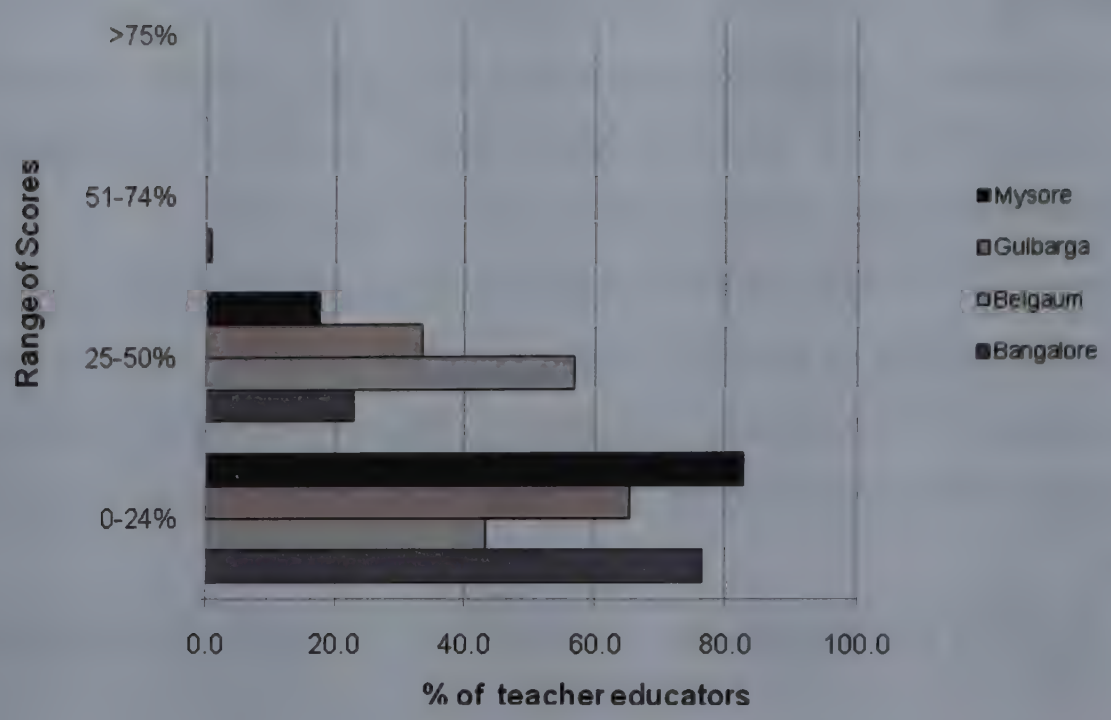
Less than one-tenth of 600 teacher educators who completed the questionnaire have adequate understanding of NaliKali. There is better understanding of Nali Kali among teacher educators of Government Colleges. A majority of them, especially in unaided colleges, during FGDs informed us that they need more inputs on NaliKali from the Department.

Graph 3.12: Knowledge of Nali Kali – Type of College-Wise

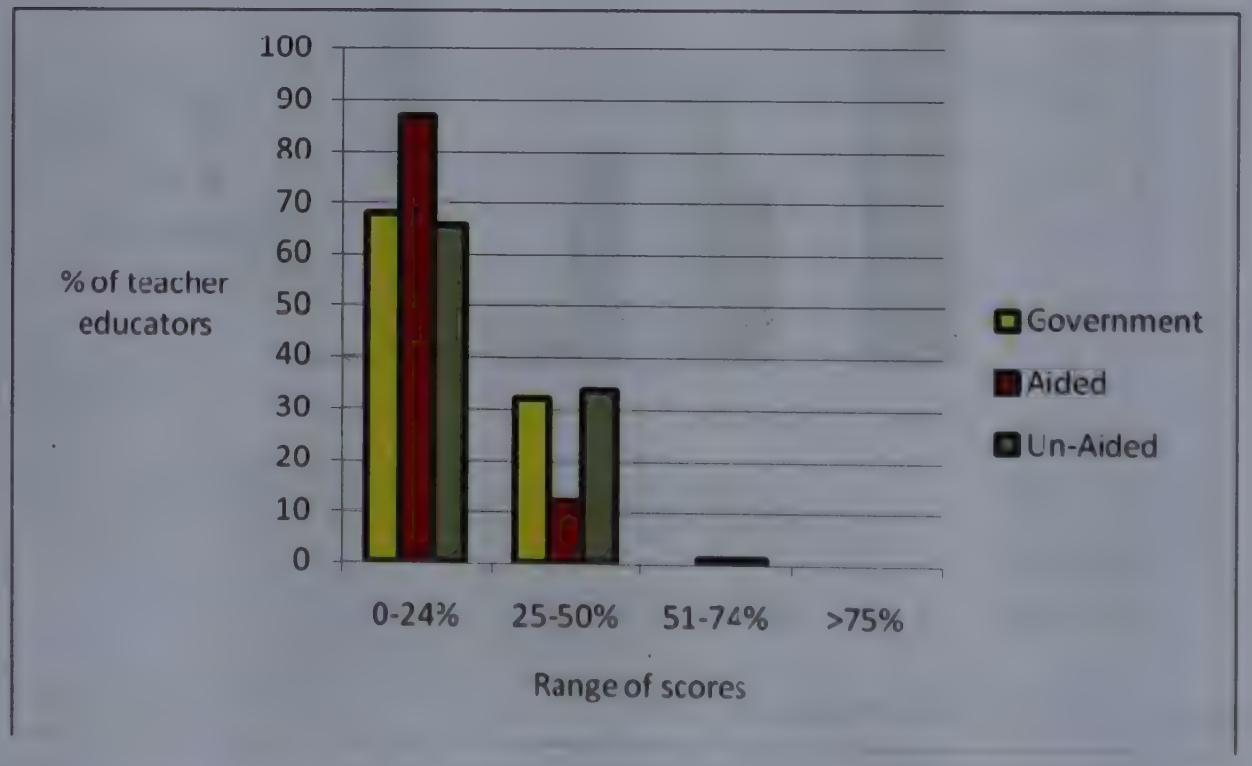


With respect to NCF,2005 many lecturers in unaided colleges told us that they have not even heard of it. An basic understanding of what NCF, 2005 promulgates is therefore lacking.

Graph 3.13: Knowledge of NCF,2005 across divisions



Graph 3.14: Knowledge of NCF, 2005 – Type of College-Wise



Teacher educators' pedagogical knowledge, as assessed in this study, is summarized below:

Table 3.2: Pedagogical knowledge of Teacher Educators

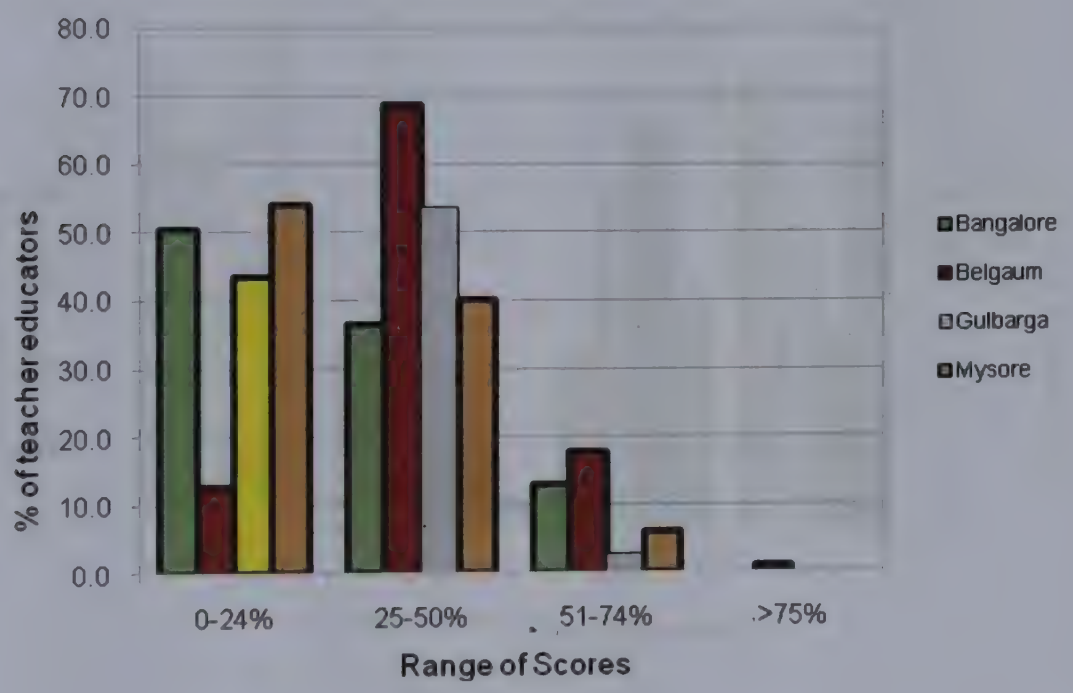
	Max.score obtained (%)	% of lecturers who have obtained Max. score	Min.Score obtained (%)	% of lecturers who have obtained Min. score	Avg.Score obtained (%)	% of lecturers who have obtained Avg. score
Knowledge of Nali-Kali	100	0.9	0	37.1	25	34.6
Knowledge of NCF, 2005	74	1.4	0	58.3	25	30.4

3.3 Clarity of Goals

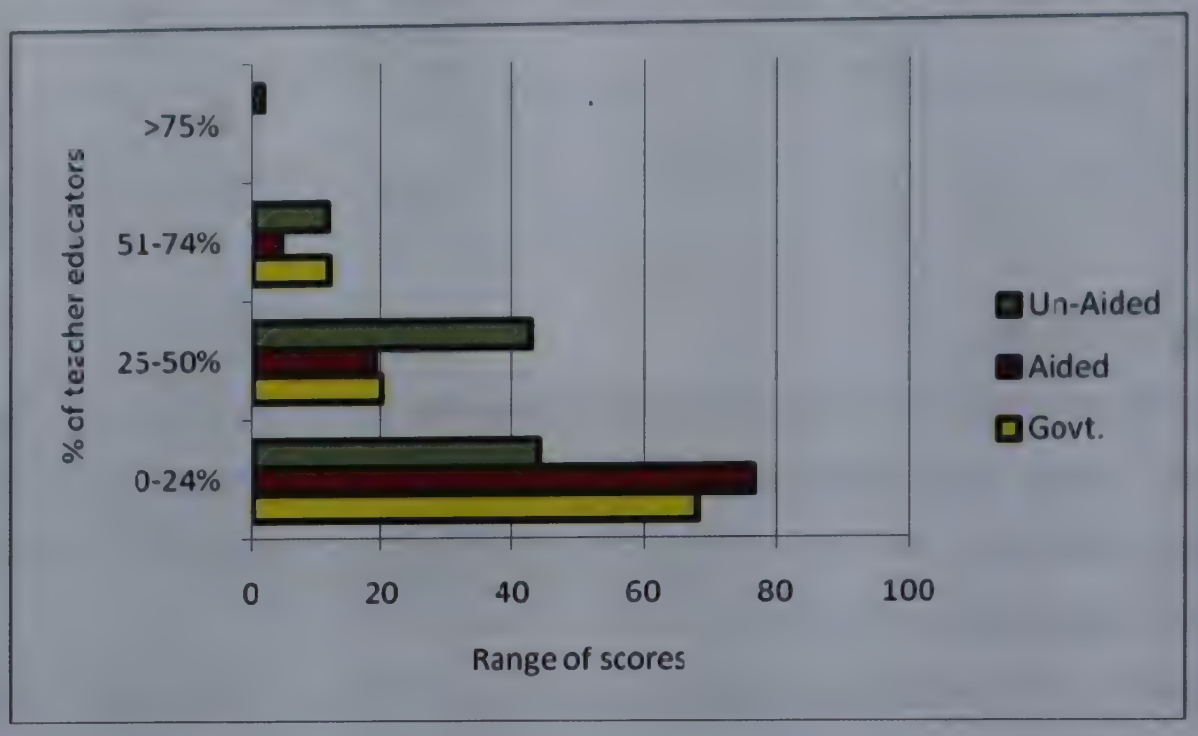
The study attempted to ascertain how clear teacher educators are with respect to the knowledge, skills and dispositions that they have to impart to their students. Accordingly questions from the State D.Ed Curriculum and NCF, 2005 were framed particularly keeping in mind the objectives of the course.

With respect to the knowledge that prospective teachers are expected to know, there appears to be very little clarity among teacher educators.

Graph 3.15: Clarity of Goals with respect to Knowledge: Division-Wise

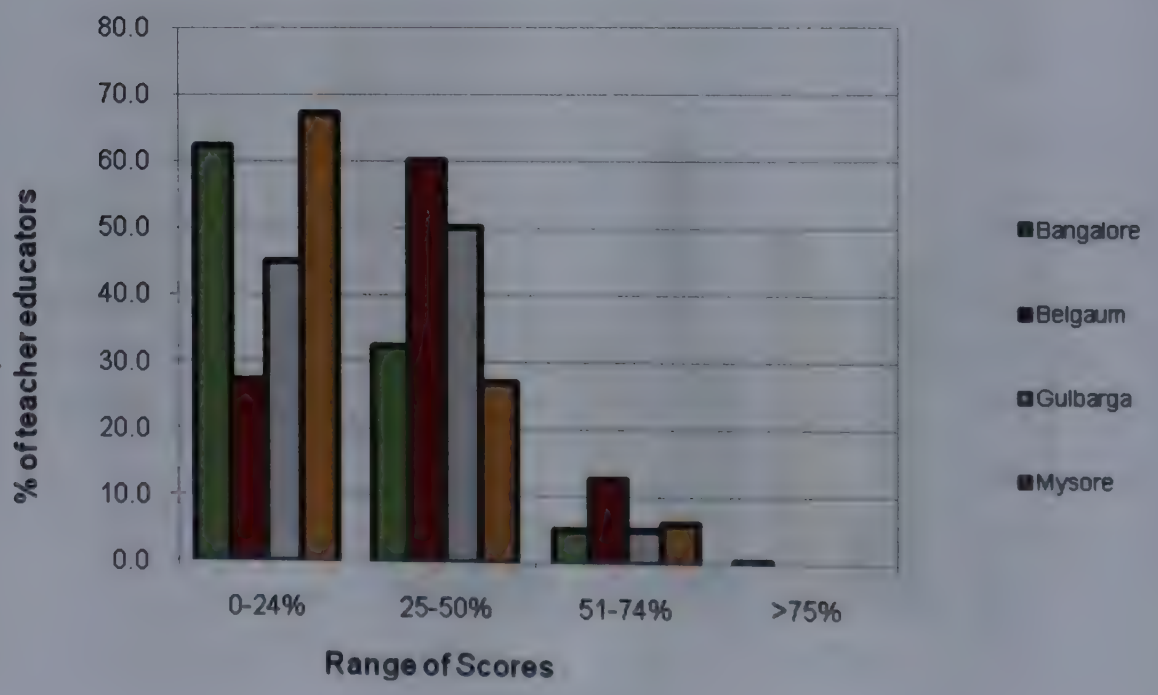


Graph 3.16: Clarity of Goals with respect to Knowledge: College-Wise

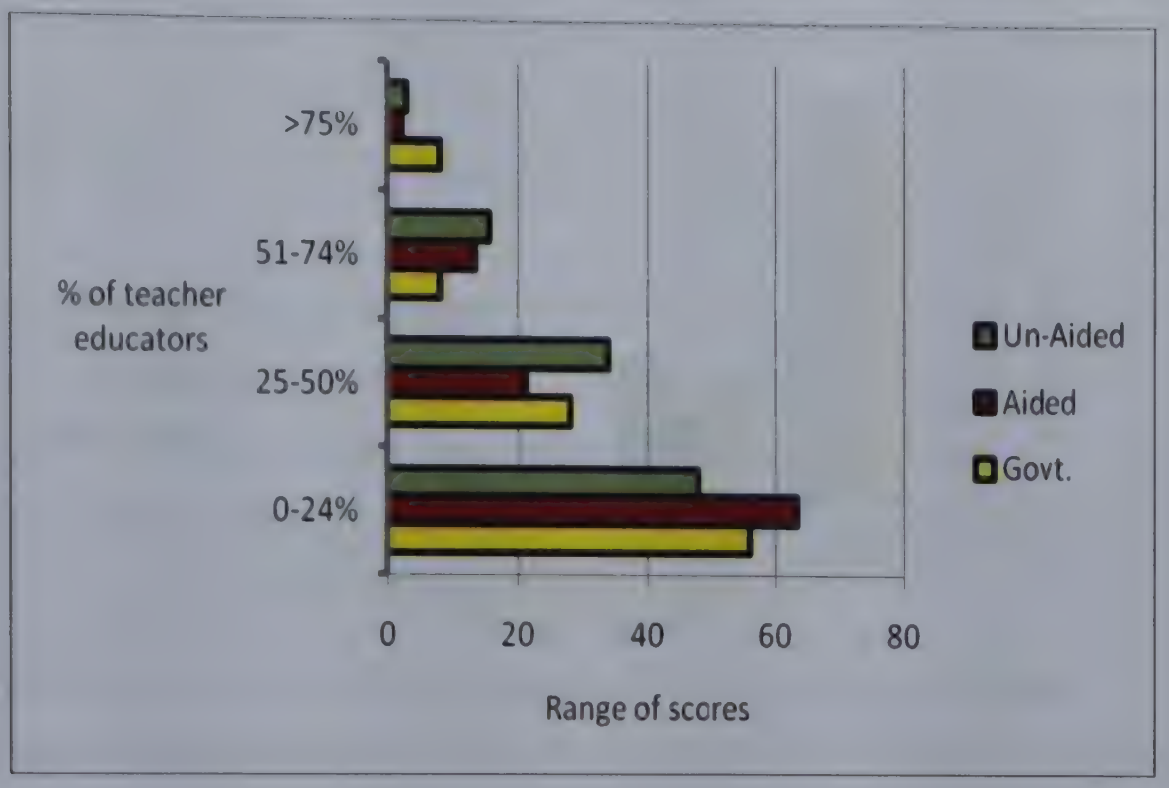


As to skills, there is even less clarity among the teacher educators.

Graph 3.17: Clarity of Goals with respect to skills: Division-Wise

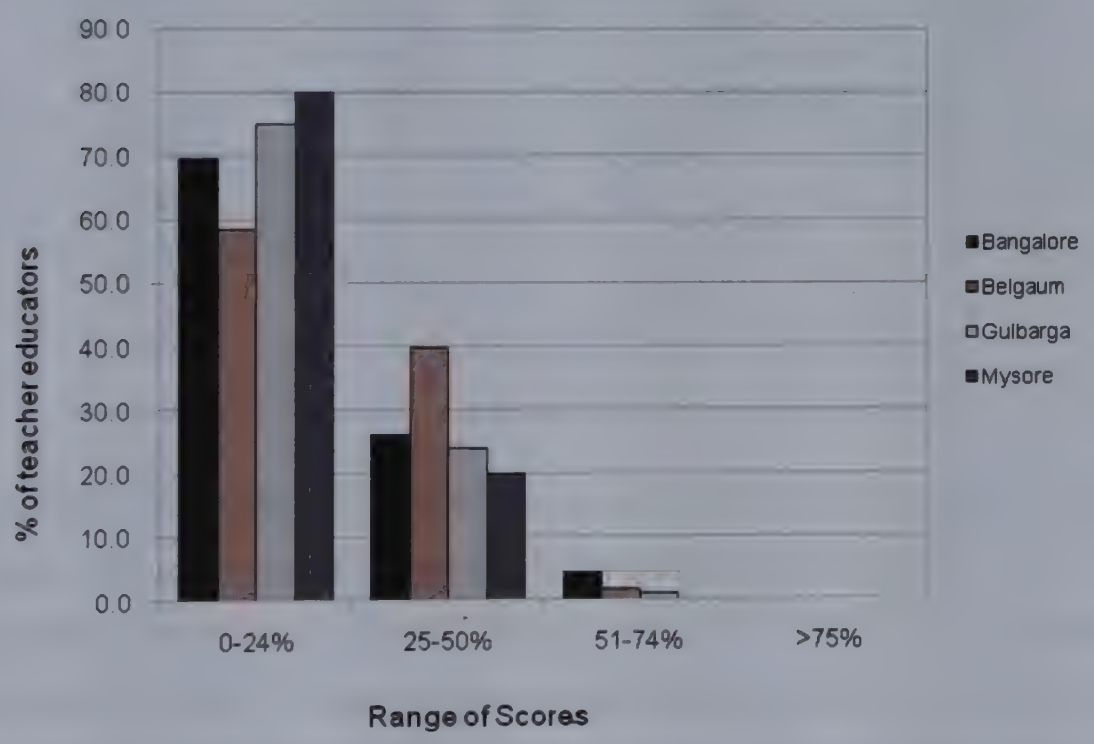


Graph 3.18: Clarity of Goals with respect to skills: College-Wise



With respect to dispositions, the situation is worse.

Graph 3.19: Clarity of Goals with respect to Dispositions : Division-Wise



Graph 3.20: Clarity of Goals with respect to Dispositions : College-Wise

Clarity of goals as displayed by teacher educators in response to the questionnaire are tabulated below:

Table 3.3: Clarity of goals shown by Teacher Educators

Clarity of goals vis-à-vis	Max.score Obtained (%)	% of lecturers who have obtained Max. score	Min.Score Obtained (%)	% of lecturers who have obtained Min. score	Avg.Score Obtained (%)	% of lecturers who have obtained Avg. score
Knowledge	93.7	0.2	0	20.5	31.2	10
Skills	92.3	0.5	0	17.3	30.8	12.9
Dispositions	67.8	0.2	0	20.3	21.4	1.4

It was a common refrain among all lecturers we interacted with that there is a curriculum overload. When we pointedly asked them which aspects of the curriculum would they like to reduce or remove, none of them were able to give specific responses. Some of them, even those with more than three years of experience, said they would have to look at the textbooks again. None of them have read the curriculum and syllabus document brought out by DSERT in 2002.

The level of understanding of subject knowledge, pedagogical knowledge and clarity of goals with respect to knowledge, skills and dispositions to be imparted to student teachers displayed by teachers educators as assessed through this study, is rather bleak.

However, we again wish to reiterate here that the objective of assessing teacher educators is not to cast aspersions on the professionals, but to help plan for capacity building. After all there is little understanding within the system on the roles and responsibilities of teacher educators in D.Ed colleges with a mismatch between their entry level qualification and what is expected of them.

The next chapter documents the classroom practices in D.Ed colleges.

Chapter 4

Classroom Practices

It is essential to study what happens inside classrooms to gain a better understanding how curriculum is being transacted.

There hasn't been any large scale effort to document classroom practices with D.Ed colleges. This study builds on the previous pilot study we had conducted (Mythili,R. 2008).

In the present study, a total of 147 classrooms were observed. The variables for classroom observation were chosen primarily on the basis of the twin indicators of effective classroom practice, namely:

1. Use of interactive and participatory approach
2. Promotion of reflective thinking and practice individually as well as in groups

These indicators were culled out from previous policy documents and reports, especially National Focus Group's Position Paper on Teacher Education and NCFTE, 2009. Based on consultations with field experts, a scoring rubric was evolved to analyse the data from classroom observation.

Table 4.1 Scoring Rubric for classroom observation data

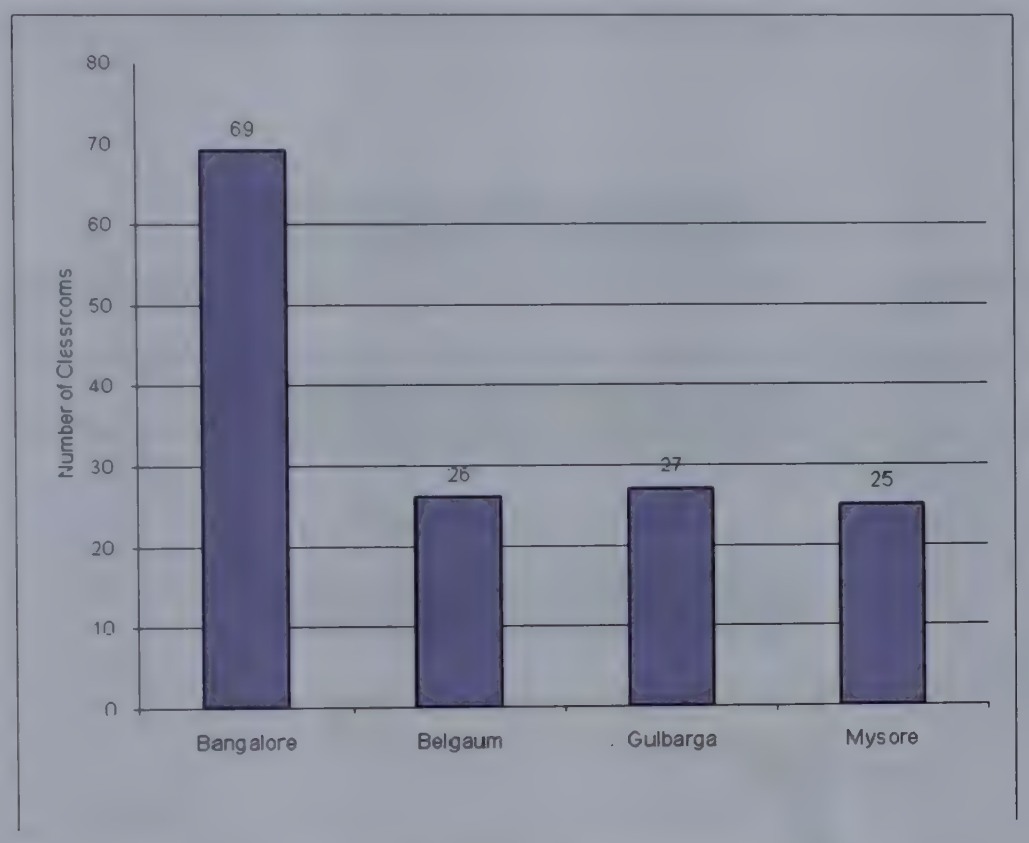
Variables	Max. Score	Scoring Rubric
1. Planning	4	4 - Good 2-3 – Average < 2 – Below Average
2. Structure of Delivery	28	20-28 – Effective < 20 – Ineffective
3. Interaction	14	12-14 - Highly interactive 8-12 – Moderately interactive < 8 – Not at all interactive
4. Assessment	4	≥ 3 - Effective assessment strategies > 3 – Assessment strategies ineffective

Along with this rubric, FGDs with students were also utilized to augment the analyses.

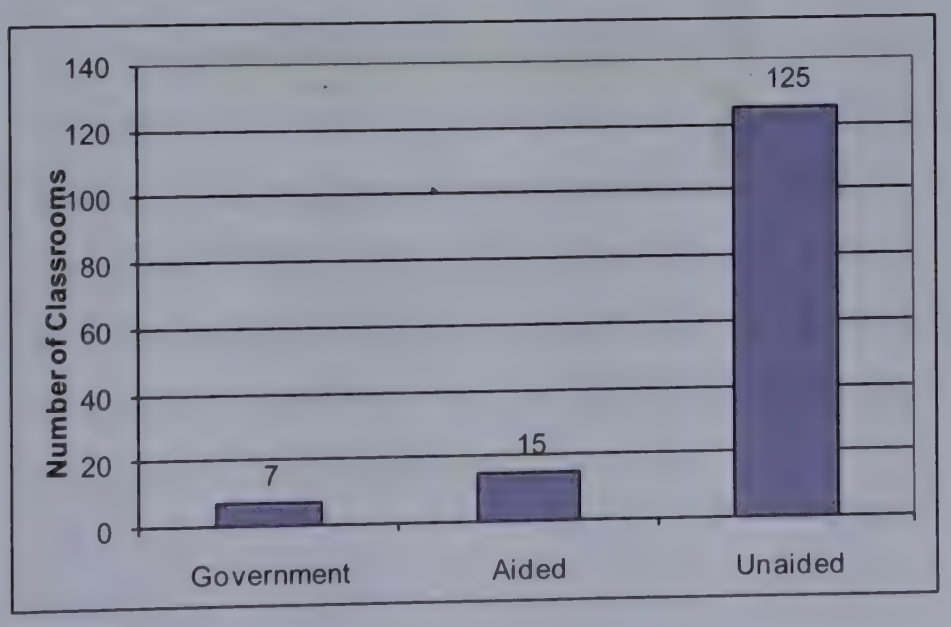
We wish to point out here that the findings reported in this chapter are based on one point observations of classroom practices. Richer data could have emerged by repeatedly observing classroom of the same teacher educator over a period of time. But neither the time frame nor resources provided for the present study permitted us to do so. Further research can augment the findings of the present study.

The following graphs give the details of classrooms observed.

Graph 4.1: Total classroom observed across Divisions



Graph 4.2: Number of Classrooms observed in Government, Aided and Unaided colleges



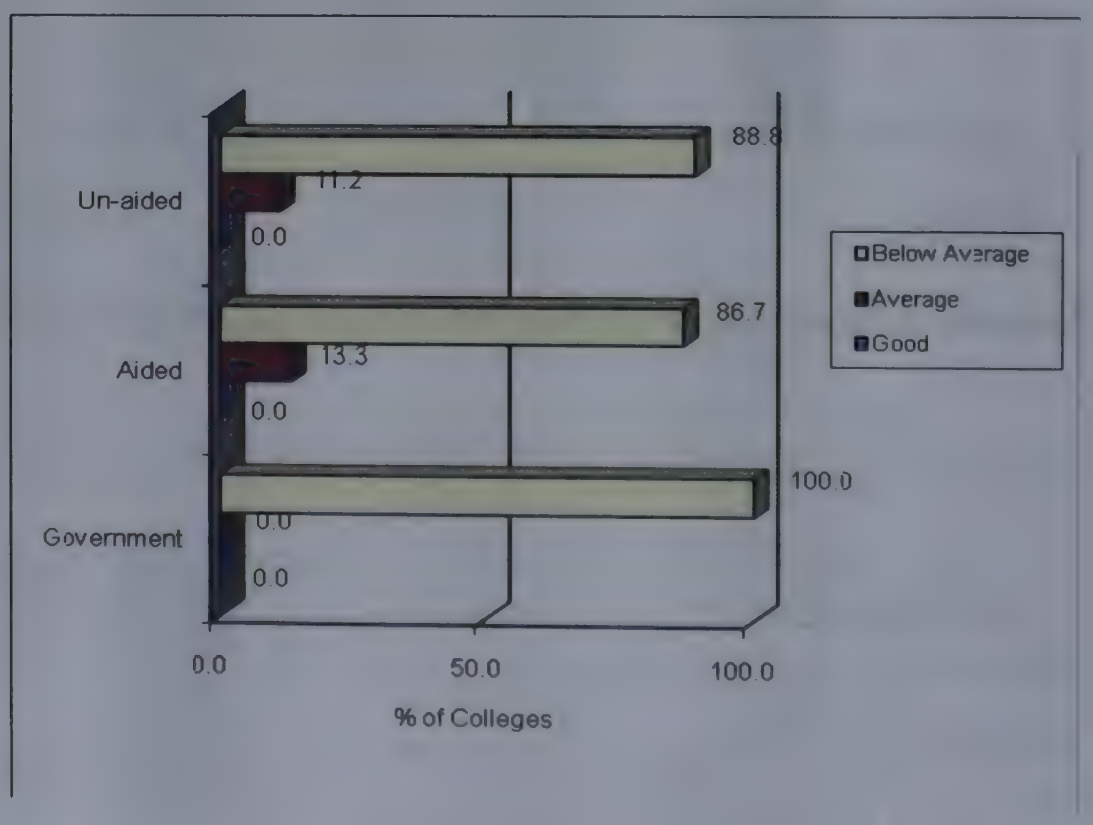
While most colleges co-operated without reservations for the study, a few unaided colleges particularly in Bangalore were reluctant to permit our field researchers to observe classes. The Principals' contention in these colleges was that the permission letter given by DSERT to conduct the study does not mention classroom observation. It took a lot of cajoling and convincing on the part of the researchers to observe a class in these colleges.

As there were no differences among divisions in classroom practices analyses pertaining to type of colleges, namely Government, Aided & Unaided are presented here.

4.1 Planning

We were interested in ascertaining how far teacher educators planned for and managed their classrooms to reflect what is envisaged for elementary schools namely, interactive, child-centric and more recently constructivist classrooms

Graph 4.3: Planning

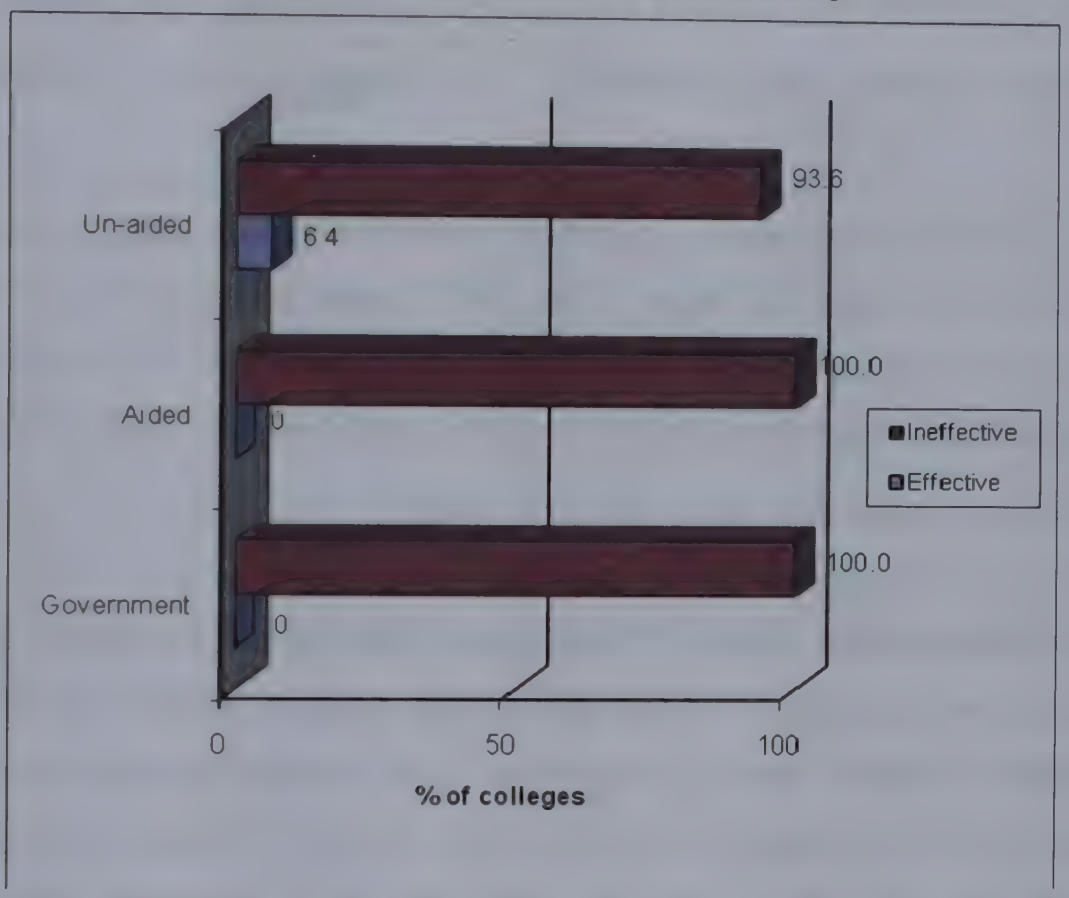


Physical environment of all the classrooms in D.Ed colleges were conducive for lecturing. Students' desks and benches were arranged in rows, without exception. A majority of the colleges had a dais for teacher educators and a few also had podiums. We did not come across a single instance of grouping of student teachers for collaborative learning within classrooms.

4.2 Structure of Delivery

Through this study, we wanted to identify how effectively teacher educators are modeling their lessons to prepare future teachers for effective classroom teaching.

Graph 4.4: Structure of Delivery



In none of the colleges was an attempt made to assess students' prior thinking/knowledge on the topic being taught. In a few colleges (24%), the teacher educator explained the lesson's relevance and purpose. Teacher educators in less than one-tenth of the colleges observed attempted to link the theoretical topic being taught to practice. We did not come across a single instance of hands-on learning. Although assignments were meant for independent practice, both teacher educators and student teachers agreed that this was rarely so. They were either copied verbatim, from books or reproduced from seniors' works.

Blackboard was the only resource used. Even the teacher educator as a resource was under utilised - for example their body language; voice modulation etc. However, the confidence level among teacher educators with more than three years' experience was high.

Every where only lecturing was prevalent. Where the teacher educator was experienced, textbooks were not used. All others had the textbook open in front of them. However, they were used for reference and only in two instances did a teacher educator read out from the textbook. But all examples given in the course of the lecture were from the textbook. Our researchers had an opportunity to observe two computer practical classes. Both of these classes were relevant and useful in terms of a prospective teacher's requirements. The classes were handled by part-time lecturers.

In an unaided college in Bangalore a part time teacher educator with a diploma in computer science was conducting practical class. She has 10 years of experience in teaching primary school children. She had given the student teachers a project which not only would improve their computer skills but had attempted to integrate computers with their curriculum.

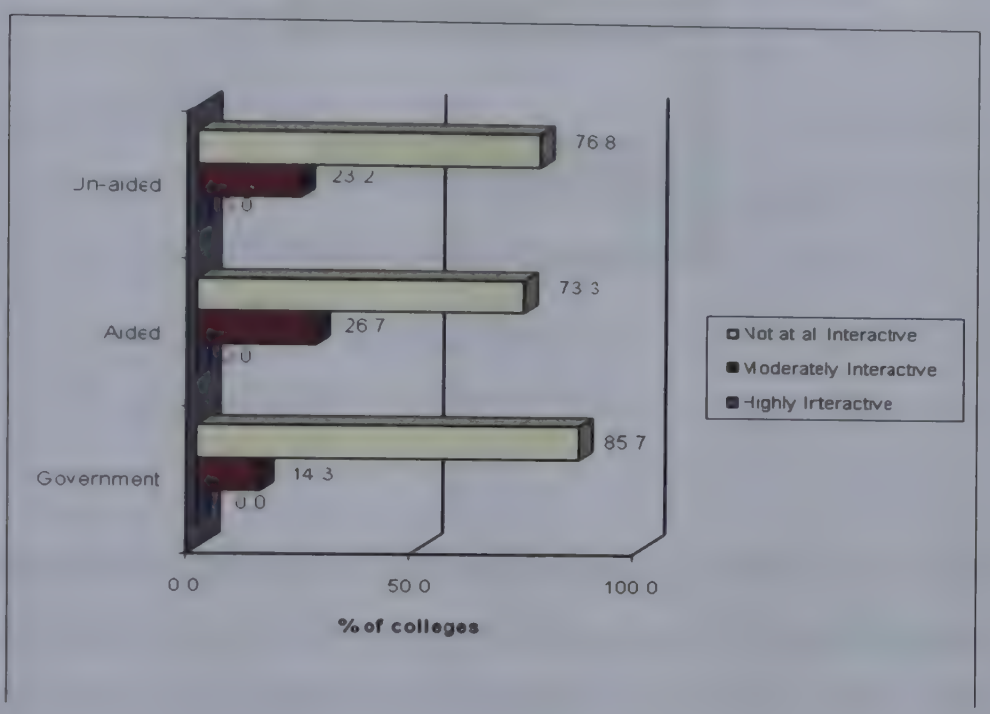
The student teachers were first given the topic namely, preparation of question papers. She assessed the student teachers as to their conception of question paper by asking them questions. She then briefly oriented them to what was expected of them, after which the student teachers were grouped. Each group was given a subject for which they had to prepare a question paper. Special assistance was provided to groups preparing science question paper for which diagrams were required. Once the student teachers prepared their question paper, she took them to the computer lab. She first demonstrated designing a question paper to the whole class, where the student teachers were listening. The student teachers were quite confident about using computers.

4.3 Interaction

We wanted to ascertain, if as adult learners, D.Ed students were given scope to participate pro-actively in learning.

But in all the classrooms we observed, student teachers' contribution to classroom discourse was nil. In the words of one field researcher, "The students were sitting like immobile statues". The only kind of interaction that occurred was in the form of routine questions asked by teacher educators, to which all student teachers parrot out expected standard answers. There was no scope for peer interaction whatsoever.

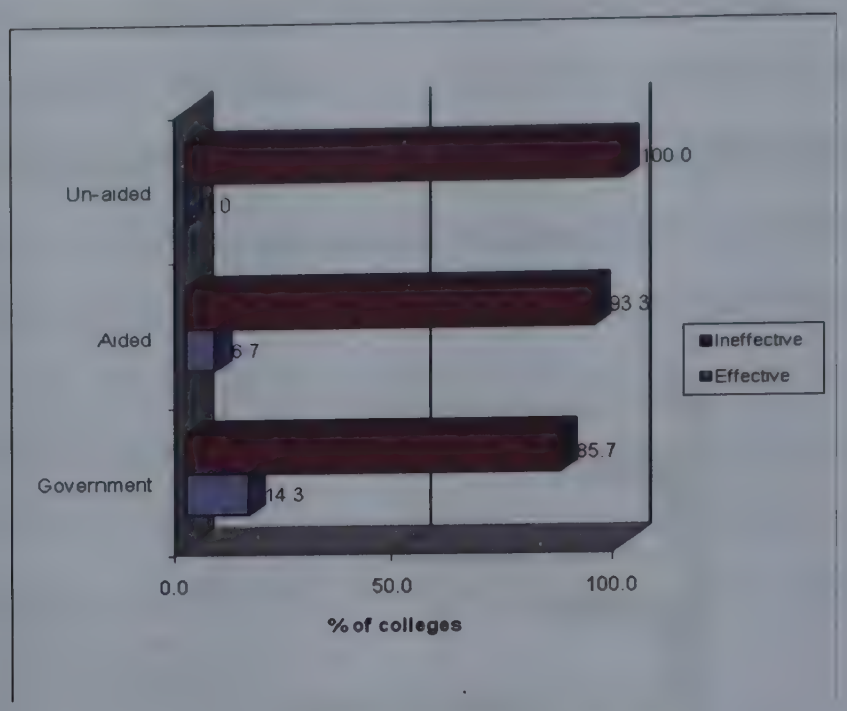
Graph 4.5: Interaction



4.4 Assessment

The extent to which teacher educators use different formative assessment techniques to assess student teachers during classroom teaching, as well as whether teacher educators actively seek feedback from student teachers about content/processes of teaching were documented. Barring one college where a teacher educator was attempting to seek feedback from student teachers about her teaching, nowhere else were teacher educators either assessing their students' comprehension or seeking feedback from them. The only form of formative assessment, if at all, was through perfunctory questions, to which, as seen in the previous section, students gave expected answers. In one college, the teacher educator conducted a quiz.

Graph 4.6: Assessment



In one of the unaided D.Ed college in Bangalore we observed, the lecturer never attempted even to take his eyes away from the textbook he carried to the class. He read aloud verbatim from the text. Only twice in the entire class, did he make use of the black board to write a couple of points.

The topic pertained to Science Methodology and the lecturer was fairly well experienced. It was obvious to this observer that many students did not know that oxygen was needed for combustion, as stated by the lecturer. But he made no attempt to explain this further leave alone demonstrate/make students perform an activity. The teacher educator did try to question now and then few or no attempts were made by students to answer these questions.

To summarise what we observed in the 147 classrooms of our sample D.Ed colleges:

- Planning for a constructivist classroom was non-existent.
  Classroom environment, without exception, was conducive for lecturing
- Lessons were structured didactically and lecturers were the only mode of delivery. All classrooms were devoid of resources

- There was minimal and perfunctory interaction among teacher educators and student teachers
- As to assessment, none of the D.Ed classrooms model techniques of formative assessment which elementary school teachers are expected to use. As adult learners, student teachers' feedback of their classes do not seem to be valued adequately, since we came across only one teacher educator seeking feedback from her students

The D.Ed classrooms are thus a far-cry from what is expected of a teacher in elementary schools. While a classroom populated by adults is not expected to be completely hands-on, opportunities for participation and interaction are necessary, if future teachers are expected to emulate them. Without adequately engaging with the D.Ed students' beliefs and attitude the theory that is being drilled into them may be of little value.

There is therefore an urgent need to orient teacher educators towards classroom practices that would help shape an effective elementary school teacher.

This state of affairs is primarily prevalent as the focus of both teacher educators and student teachers in on "completing the portions" and enabling students to perform well in the exams. The Department should initiate necessary action to curb the undue and exaggerated importance attached to examination results.

Chapter 5

Perception and Needs

How do students and lecturers perceive the course? What are their needs? To answer these questions, students and lecturers were asked to fill in a written questionnaire. FGDs were also held with them. In addition, principals were interviewed to get their viewpoint.

Discussions were also held with a small group comprising of two Department officials and resource persons, including three who were involved with the curriculum revision task in 2002.

5.1 Relevance of course content

Students and their lecturers were asked to rate on a three point scale, each subject of study prescribed for D.Ed course, based on their perception of its relevance.

A similar exercise was taken up by RIE, Mysore wherein a group of experts were asked to rate the "degree of relevance of the course content vis-à-vis the course objectives". Content Enrichment was excluded from this rating, reasons of which are not mentioned in the report.

A similar rating scale has been used by both RIE and the present study, with a score of 2 for 'Most Relevant'; 1 for 'Somewhat Relevant' and 0 for 'Least Relevant'. The ratings given by students and lecturers in this study are given alongside those of the experts as provided in the aforementioned report (Venkatesha Murthy 2007).

Table 5.1 Perception on Relevance of Curriculum Topics

Topic	Teacher Educators	Student Teachers	Experts
Conceptual Bases of Education	0.99	0.90	1.21
Psychology in modern education	1.27	1.74	1.36
Principles of Curriculum Transaction	1.10	1.56	1.36
Content based Methodology - Kannada	1.23	1.71	1.54
Health and Physical Education	0.92	1.29	1.42
Work Education	0.80	1.01	1.39
Content Enrichment	0.92	1.31	
Value Education	0.96	1.50	1.21
Music	0.73	1.16	1.14
Art	0.77	1.04	1.14
Cultural & Literary Activities	0.93	1.32	1.36
Computer Education	0.94	0.86	1.43
Trends in Modern Education	0.96	1.22	1.5
Educational Management and School Organisation	1.11	1.50	1.57
Content based Methodology 1 and II	1.14	1.77	1.6
Action Research	0.97	1.33	1.43

While the range in the experts' ratings is not wide, this is not so with teacher educators. Except for computer education and conceptual bases of education, student teachers seem to find other content areas more or less relevant. Student teachers' rating of computer education has to be viewed in the light of the exposure they get through practical classes, which as we have seen in chapter 2 is negligible. While music and art have been rated as least relevant by teacher educators, student teachers and experts do not appear to share this view.

As to theory papers, concept based methodology and psychology in Modern Education have garnered fairly high ratings, especially from student teachers. The experts find Trends in Modern Education more relevant than student teachers or teacher educators.

Interestingly, student teachers seem to find Principles of Curriculum Transaction more relevant than the experts and teacher educators.

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5.2 Student Teachers

Perception

Student teachers perceive the course to be useful. Many of them have said their level of confidence improved after joining the course thanks to morning Assemblies, cultural activities and teaching practice. Many of them also felt that a lot of what they learn is irrelevant during teaching practice.

Without exception, all of them complained about excessive written work. Student teachers also opined that assignments were too heavy. While the student teachers felt that music and art education would be very useful for them once they become teachers, their problem lay with inadequate instruction/exposure.

As to computers, many of them do not even foresee its relevance or utility and are quite upset that they hardly get hands-on practice.

When questioned about teaching practice, most student teachers have enjoyed the experience. However, a few Government college student teachers found it stressful. When probed further they said they were burdened with a lot more work apart from teaching. These student teachers also complained that both their lecturers and school teachers were negligent about their practice teaching.

Some of the students in city-based aided colleges were unhappy that they were assigned only 3-4 children to teach, as strength in the schools to which they were sent was very less. Most students across colleges complained about incurring substantial expenses to prepare TLMs. Some of them were peeved that school children ask them for incentives in the form of toffees or stationery items.

Needs

Training on preparing TLMs, NaliKali and Chaitanya were common refrains of all student teachers. They also want better access to available resources. For example, most colleges have Internet facility but student teachers do not get to use them.

There were also a few specific requirements from student teachers studying in unaided, aided and Government colleges, which are tabulated below:

Unaided	Aided	Government
• Improving availability of schools for practice teaching • Extending time allotted for teaching practice • Effective Demos by their lecturers in a primary school • Exposure to computers • Focus on helping them improve their communication skills • More inputs on multigrade teaching • Exposure to A-V aids like OHP, Projectors, language labs that they only read about • Better equipped library • More inputs on preparing blue print of question papers	• More individual care by teacher educators • A wider repertoire of activities and songs • Adequate number of text books to be made available on time • More guidance on teaching learning • More TLMs in science • Ideas for creating working models	• More attention and time to be devoted towards learners by teacher educators • Better time management by teacher educators • More inputs during content enrichment • Teacher educators to avoid disputes among themselves

It is disheartening to note that student teachers have to put down avoiding of disputes among teacher educators as a need, even though this was expressed by student teachers of two colleges.

It is also interesting to note that student teachers of Government colleges have only non-academic needs. This could be due to the fact that teacher educators of Government Colleges are better trained and are able to guide their students to meet basic course needs.

5.3 Teacher Educators

Perceptions

- Curriculum is too packed and heavy for two years
- There is more emphasis on theory
- Shortage of time for content enrichment
- No integration among subjects

- Getting faculty for non-cognitive components (*Part B periods*, in the parlance of teacher educators) is difficult. These periods are mostly utilised for "covering" theory syllabus
- Mismatch between D.Ed colleges' and school academic years is creating great difficulties
- Admission not up to full intake even in DIETs
- Principals are playing only an administrative role. They are not focusing on resource creation/generation
- No internal staff meeting in any college. There is very little academic interaction between teacher educators and principals.
- Unaided schools are reluctant to permit practice teaching/internship
- In Government schools (cities) each student teacher gets to teach only 3-4 children. Multigrade teaching becomes especially difficult for lack of strength.
- School Teachers view D.Ed students as unwanted intrusions in aided schools

Needs/ Suggestions

Unaided	Aided	Government
• More training on multigrade teaching, NaliKali method and Chaitanya method • Inputs on conducting experiments related to psychology • Orientation towards student teachers' assignments • Training to prepare TLMs • More information on current trends in education • Regular updates from Department on new programmes implemented through SSA in schools • Schedule internship after exams • Reduce duration of internship to two months • Align practice teaching time with school academic calendar	• More information on NaliKali • Reduce syllabus • Ensure D.Ed course commences in June every year • Reduce D.Ed class strength to 40 • Improve quality of content Enrichment question paper • Ensure adequate monitoring of D.Ed colleges	• Update syllabus • Provide adequate resources to all colleges • Reduce written assignments for student teachers

The training needs of lecturers in unaided college lecturers are more. Teacher educators in Government and most aided colleges said they get adequate training through the Department.

5.4 Principals

We interviewed Principals of one aided colleges and seven unaided colleges. While most of their perceptions tallied with those of the lecturers', they had a few additional suggestions/requirements.

- Administration- related training for themselves
- Adopting June to June academic year
- Lowering eligibility criteria to 40% in PUC
- Re-looking internship period
- Avoiding making random changes in annual plan
- Revamping examination and evaluation of student teachers
- Increasing duration to four years, but to implement only after piloting the new programme
- Getting part time teacher educators for computer/Music/Art education is very difficult. Making all teacher educators posts full-time could be a solution.

It is surprising to note that on the one hand the Principals complaint about lack of quality among students enrolling for D.Ed course and on the other hand ask for lowering of eligibility criteria. This could probably be due to the fact that getting students for D.Ed course is becoming increasingly difficult.

5.5 Officials and Resource Persons

A discussion-meet was held with two officials and six resource persons to gain their perspective.

A summary of the salient points that came out of the discussion are given below:

- DSERT gives training to DIETs, Government TTI's and aided institutions. Unaided colleges are expected to plan for their teacher educators' capacity building through DIET. But they have not taken up this opportunity. Training need to be met by Management of unaided colleges.
- Teacher educators' orientation to the revised curriculum 2002-03 was ineffective as a result of increase in number of D.Ed colleges, post 2004.
- D.Ed college teacher educators need orientation basically in the following areas

  - how to conduct Internal assessments
  - about SSA programmes
  -TLM creation

  CTEs can also be involved along with DIET in conducting these trainings/orientation
- Government TTIs to be strengthened by giving academic orientation to the staff. Administrative orientation for Unaided D.Ed colleges' Principals to be taken up
- Measurement of quality is being only through exam results, at present. Other parameters for measuring quality to be evolved.
- Clerical role of DIET has increased. Occasional visits to D.Ed colleges by nodal officers are being undertaken. However, feedback on the visits is not being given to colleges
- Each DIET faculty can be made in-charge of 3-4 colleges. They have to visit the colleges periodically. DIETS need to maintain records of academic monitoring and action taken and submit report to D.Ed colleges, to take suitable remedial measures.
- DIET to maintain profile of good teacher educators and best practices in D.Ed colleges.
- Updates on colleges' profile to be compiled at DIET and submitted to DSERT.

- Internship duration of 3 months is adequate. Academic calendar to match with school. Internship practice to be relooked.
- Co-Ordination with Primary Education Director and DSERT to improve effectiveness of internship. They need to monitor internship and ensure teachers do not burden student teachers with extra work. DIET faculty to visit/along with Department officials.
- DIET Principals; BEO and DDPI to co-ordinate to ensure greater synergy between school and D.Ed colleges. School HM's to be given instructions by DIETS. Orientation to be given to all concerned by DIETS before internship.
- Curriculum revision is being attended to by DSERT now.
- Initial planning for co-ordination board was for two visits per year. Increase in number of colleges has precluded two visits. Only one visit at the end of term is insufficient.
- Co-ordination board's orientation by DSERT, to be done biannually. Analysis of content for this orientation to be taken up.
- SIT studio at DSERT to be used for orientation programmes of Co-Ordination Board and DIET faculty.

The following concluding chapter summarises these analyses of previous chapters.

Chapter 6

Way Forward

As seen in chapter one while there is a dearth of research studies in the sector, there exist a plethora of sound recommendations. This chapter includes major findings of the present study, broad based suggestions and specific action points. Findings culled out from previous chapters are presented here. The suggestions made here draw from the study's findings and can be viewed as providing a local context, in the backdrop of these recommendations.

Although the suggestions and action points are categorized under different headings there are bound to be overlaps.

6.1 Colleges, Faculty and Student Teachers

Findings

- Among the sample chosen, 20 colleges had closed
- Barring a few unaided colleges all the rest possess their own building
- Although library and computers are available in a majority of colleges, their usage is grossly inadequate
- Despite 87.8% of colleges having internet facility, none of the student teachers or teacher educators, except in DIETs has used the facility in colleges
- 65% of student teachers enrolled are girls
- A majority of student teachers (41.7%) in the D.Ed colleges belong to the 'OBC' category. Next come student teachers from Scheduled Caste forming 26.4% of the sample
- Overwhelming 71.4% of student teachers come from families whose combined annual income is between Rs.6,000-Rs.12,000/-
- 78% of student teachers are from arts stream

- A majority of teacher educators (63.5%) are male
- The average age of all the teacher educators is 37.4 years
- Very few teacher educators (15%) have experience of teaching in primary schools

As the findings indicate the colleges have adequate infrastructure. The profile of student teachers has implications for the curriculum which is dealt in the following section.

6.2 Curriculum

This study did not include curriculum analysis. Hence suggestions made here pertain only to the respondents' perceptions.

Findings

- In the opinion of teacher educators curriculum is too heavy for two years
- Many teacher educators complained of shortage of time for content enrichment
- In a majority of colleges, periods allotted for non-cognitive components are being utilized for theory classes
- Student teachers complained of curriculum overload
- They also complained about excessive written work in the form of assignments
- Student teachers want additional inputs on preparing TLMs, NaliKali and Chaitanya

DSERT is now in the process of revamping the curriculum, in the light of elementary school curriculum revision along the lines of NCF, 2005. The curriculum should not only be appropriate to the needs and realities of today's schools but also reflect the knowledge, competencies and roles required of tomorrow's teachers.

A few ways of doing so could be:

- Situating the process of *learning to teach* within the new overall vision for school education. Stakeholders in the sector including curriculum developers need to be oriented towards this vision

- Emphasising experience rather than information. This would hopefully reduce the burden on lecturers to "complete" portions. The present curriculum leaves no room for reflections and thereby internalise what is learnt
- Harmonising the logic of curricular reforms with available resources. Colleges have to be oriented to optimising the resources they have
- Rethinking the current model wherein the dominant idea is that students first acquire knowledge in their theory classes and then apply such knowledge in practice. This has to give way to a more vibrant mode of theory and practice feeding into each other
- Aligning to suit the profile of students entering D.Ed course. The curriculum should consciously provide opportunities and space for students to grapple with their ideas, beliefs and attitudes. Also the fact that a majority of students are from Arts stream has serious implications for the future pool of science and mathematics teachers. This has to be addressed urgently.

Action Points

The curriculum document being used presently for the D.Ed course, prepared by DSERT in 2002 is fairly comprehensive. In the light of NCF, 2005 however, it has to be revamped. The NCFTE (NCTE, 2009) recommends that the duration of pre-service teacher education programme should be four or five years, after completion of 10+2 level of school education. As an interim model, the document suggests redesigning D.Ed course in terms of curricular areas and transaction processes. Bearing this in mind, the DSERT can initiate the following steps in the course of its curriculum revision exercise:

Components in the current curriculum	Changes required
1. Content enrichment (During the first two months after the commencement of course)	It is commendable that the D.Ed curriculum in the State includes this component. Rather than make student teachers go over a 'special enriched content course' it would be more meaningful for student teachers to reconstruct important concepts, as part of investigative projects. Student teachers have to be given opportunities to understand that knowledge is constructed through experiences in shared and collaborative contexts. Rather than limit this to only two months, such projects should be extended to cover the entire course period.
2. Subject specialisation	The rationale for offering subject specialisation is to allow student teachers to teach subjects of their interest and aptitude. This rationale was not borne out on the field. In most Kannada medium colleges, student teachers are cajoled to take Science and English as subject specialisation as a majority of them are from Arts stream and all of them are from Kannada medium and are extremely reluctant to take this combination. A majority of student teachers we spoke to, felt they anyway have to teach all subjects once they become teachers so they may as well not opt for specialisation. This sentiment was echoed by newly appointed teachers, in a previous study*. The Department can relook this component after consulting stakeholders.
3. Foundation papers in Education	The present curriculum adequately covers theoretical concepts from cognate disciplines. But these are presented as disparate information in textbooks and are discipline bound. These have to be redesigned to: i) Provide a more holistic perspective ii) Reflect the concerns of NCF, 2005 iii) Draw from the rich experiences in the Elementary Education sector of the state

** Mythili.R, 2008. Survey and Study of Current Status of Select D.Ed colleges in Karnataka*

Components in the current curriculum	Changes required
4. Competency based practicum	The present curriculum advocates providing theoretical inputs in the first year; imparting skills for microteaching; writing lesson plans and preparing teaching aids before practice teaching. This approach is solidly grounded in behaviorist model of teaching. If we expect future teachers to be agents of change, this has to give way to a critical inquiry orientation to promote the development of reflective teachers. A problem solving or issue based approach towards theory building would help promote critical inquiry among student teachers
5. Non-Cognitive dimensions (Health and Physical Education; Work Education; Value Education; Music Education; Art Education; Participation in NSS Programme, Cultural and Literary Activities and Educational Tour; Competency in Verbal and Non-Verbal Communication)	It is indeed commendable that the present curriculum emphasises this component. Student teachers see immense value in this. All colleges have to be oriented towards dealing with this component meaningfully and imaginatively harnessing available resources
6. Action research and computer education	Again while the objective of including them in the curriculum is laudable, in actual practice they have become mechanical. Greater synergy with Department functionaries (CRPs/BRPs); University Faculty, Research Centres like NIAS/ISEC/IIMB/RIE/RVEC and local NGOs would help infuse the required vibrancy for making action research meaningful. The emphasis of computer education should be on integration with classroom teaching and not on theory.

6.3 Resources

Colleges are not using the available resources efficiently. Computers and Internet are almost lying idle. The environment surrounding most colleges, both urban and rural offer wonderful spaces for explorations and experiences. While the nature of these experiences may vary depending on where the college is situated, more of the colleges do not even view them as potential resources.

While it is mandatory for students to create 'TLMs' during their teaching practice, they are mostly unimaginative and always treated as add-ons. Colleges are simply not investing time and efforts in planning and developing academic resources. Student created TLMs are displayed only for the sake of impressing the co-ordination board. Another potential resource that is being under utilised are human resources in the form of talented persons both in the vicinity of the college and within the college. In the course of our short interaction with students we found quite a few who were well versed in drawing/craft/music/theatre/folk art etc. Instead of complaining about lack of part-time lecturers to provide experiences in these skills, colleges can find means of utilising available talent.

The Department can initiate the following to ensure better use and management of resources:

- Orient D.Ed College Principals to optimise use of available resources
- Bring out a hand-book of ideas for tapping into community resources
- Integrate the "Part-B" subjects so as to give holistic experiences to students making use of talent from within the students, teachers or local community
- Making it mandatory for colleges to establish teaching learning centres as mooted by NCFTE, 2009. The document suggests ways and means of making these centres vibrant spaces of learning for student teachers, teacher educators as well as school teachers

Action Points

What we observed	What needs to be done
Computers Nearly 95% of colleges in our sample have computers. But they are not being optimally used	Computers have become a costly, mandatory add-on in colleges. There is ample experience both within the Government Education Department and outside of meaningful integration of ICT within classrooms. These models should be adopted for the D.Ed course.
Library Barring two colleges all others were equipped with a Library in our sample	Library is grossly under utilised in colleges. They can be relooked in the light of the teacher learning centres as mandated in NCFTE. All stakeholders and local community need to be consulted to make these centres locale specific and thriving learning spaces.
Teaching Learning Materials (TLMs) They are mandatory for student teachers to prepare and use during practice teaching. While both teacher educators and student teachers place a lot of emphasis on TLMs, they are being mechanically produced and used	The manner in which most colleges approach creation of TLMs is devoid of context and meaning. The philosophical, psychological and pedagogical bases of TLMs have to be impressed upon teacher educators. Colleges should focus on creating and using academic resources as an integral part of the teaching learning process than as an embellishment to the chalk and talk method. Student teachers have to be provided opportunities to debate/discuss and reflect on their uses extensively. Opportunities should also be provided for student teachers and teacher educators to exchange ideas and experiences about academic resources with school teachers/BRPs and CRPs

6.4 Capacity building of teacher educators

Findings

- Teacher educators in our sample have attended an average of 2.5 training programmes in their entire career.
- The performance of teacher educators in an assessment of their subject knowledge across subjects is average. There is a wide variation of scores among teacher educators of unaided colleges.

- Less than 10% of the teacher educators who formed our sample have adequate understanding of NaliKali. There is better understanding of Nali Kali among teacher educators from Government College
- With respect to NCF,2005 nearly 70% of teacher educators from unaided colleges told us that they have not even heard of it
- With respect to the knowledge, skills and dispositions that prospective teachers are expected to know, there appears to be very little clarity among teacher educators, as ascertained from their responses to our questionnaire
- Teacher educators, especially from unaided colleges want more training on multigrade teaching, NaliKali method and Chaitanya method

The NCFTE, 2009 points out that quality of teacher educators is the major stumbling block in implementing effective pre-service teacher education programmes. While the issue is complex and calls for considerable planning and wide ranging consultations especially in the light of the mismatch between the lecturers' entry level qualification and on-the-job expectations, a few suggestions that emerged from this study are:

- Arranging for video demos on NaliKali, Chaitanya method and multigrade teaching
- Providing forums at block and cluster levels for communication among BRPs/CRPs and teacher educators
- Orienting teacher educators to utilise assignments as a meaningful learning experience for students
- Conducting periodic need-based training by DIETs for the faculty of all colleges falling under their jurisdiction
- Orienting teacher educators to new developments in school education through tele mode

- Breaking the isolation among teacher educators by encouraging formation of academic networks
- Providing incentives and opportunities for continuous professional development by offering relevant, short-term certificate courses through Distance Learning, apart from the regular university courses on offer

The aforementioned suggestions are interim in nature. For a longer term, creation of a separate cadre of teacher educators is essential, as recommended by NCFTE.

Action Points

A majority of teacher educators across colleges we interacted with during this study appeared to be committed and hardworking individuals. What is needed is reorientation and infusion of professionalism. Specific actions that can be initiated to do so would be:

- Providing ample opportunities for academic growth including sabbatical for study and research; faculty exchange programmes and fellowships; professional forums; along with short and long term courses. At present such opportunities are unavailable for teacher educators of colleges other than DIETs
- Initiating self appraisals and link these to recognition and incentives
- Making it mandatory for teacher educators to attend in-service programmes, after ensuring such programmes are need based and relevant
- Assessing teacher educators' knowledge base, skill set and dispositions once in five years. These assessments can form the basis for planning specific enrichment/capacity building programmes. Promotions and other incentives can also be linked to teacher educators' participation in these programmes
- Putting in place mechanisms to evaluate all in-service programmes for teacher educators to ensure they are meaningful and useful. Apart from participants' feedback, such evaluation could include student teachers' feedback and where possible classroom observations

- Encouraging and promoting actively the formation of academic networks of teacher educators. Such bodies would go a long way in infusing professionalism among its members

6.5 Classroom Practices

Findings

- Physical environment of all the classrooms in D.Ed colleges were conducive for lecturing. Desks and benches were arranged in rows, without exception. A majority of the colleges had a dais for teacher educators and a few also had podiums
- Blackboard was the only resource used in all the classrooms observed
- In all the classrooms that our researchers observed, lecture method was prevalent

Classroom practices followed at present in D.Ed colleges, as observed in this study reflect very poorly on the attempts at school reforms. The D.Ed classes come across as didactic, uninspiring and rooted in conventions. Such classroom practices would not bring any change in student teachers' pedagogical beliefs and practices. Once they become teachers, they would continue to teach the way they have learnt and if under pressure to adapt newer ways, would do so without convictions.

The NCERT report on the comprehensive evaluations of centrally sponsored scheme on restructuring and reorganisation of teacher education laments that "a cycle of reproduction of poor quality has set in" (NCERT, 2009).

To break this cycle the following measures need to be taken on an urgent basis:

- Implementing a constructivist model of learning to teach wherein students' pre-existing notions are to be taken as the starting points for engaging student teachers within a broader vision of school reforms

- Making experiences of student teachers in the course of practice teaching/ Internship as well as their own experiences as students/observing other children at home, play, etc. and reflections on these experiences central to classroom teaching
- Using classrooms as spaces for initiating dialogues and discussions, drawing upon the student teachers' experiences/ideas/beliefs, that they bring in as adult learners
- Encouraging group and collaborative learning
- Orienting teacher educators to adopt an integrated, problem-solving approach towards teaching their students

Action Points

To initiate these changes with D.Ed classrooms, first steps would be:

- Doing away with prescribed textbooks. There already exists in the state a rich literature pertaining to elementary education through various programmes launched by the Government and NGOs. These need to be collated, gaps identified and then initiate a process of creating literature in Kannada to augment the existing ones and to fill in the gaps. If the culture of excessive dependence on prescribed textbooks is to be overcome in schools, it should necessarily happen at the D.Ed level
- Teacher educators have to be helped through orientation and initial hand holding to use narratives based on research and documentation, project reports, case studies etc. Plenty of such narratives have already been generated in the state since DPEP days and many are available in Kannada. These have to be harnessed to give a practical, education-related perspective to the foundational theories drawn from cognate disciplines

- As the NCF, 2005 points out *it is assumed that teachers can easily set aside their own biases, beliefs and assumptions*. Time and again research has belied this assumption. As adult learners, student teachers therefore need to be provided spaces for reflections on their own experiences and assumptions.
- If dialogues and reflective teaching is to be the norm in D.Ed classrooms, such practices have to be modeled for teacher educators. Time and effort needed for such a change in perspective have to be invested

6.6 Practice teaching / Internship

This study did not attempt to capture the processes involved in practice teaching/internship. However, stakeholders' perceptions were captured.

Findings

- There is very little academic interaction among teacher educators, school teachers, department functionaries and D.Ed college principals
- Private schools are reluctant to permit practice teaching/internship

Practice Teaching has been reduced to a perfunctory exercise.

As gleaned from teacher educators and student teachers, very little meaningful learning seems to accrue through internship. This period can be a potential opportunity for helping student teachers develop robust, personal theories of teaching/learning, which they would refine over the years as they gain more experience as a practicing teacher. For either teaching practice or internship, the duration of experience is not as important as the quality of coaching/mentoring by teacher educators and school teachers. The two should become true partners in the training process, supporting student teachers collaboratively. The reality appears far from this ideal, because there is very little co-ordination among the different stakeholders and little time is given to student teachers to observe and interact with children and reflect upon their experiences with their peers and teacher educators.

Some steps that can ensure making internship/practice teaching more meaningful are:

- Actively promoting sharing of learning that happens during internship

- Practice teaching can be recast as field based projects rather than making student teachers write mechanical, outmoded lesson plans of isolated lessons
- Holding group discussion on myriad problems faced during practice teaching internship, including administration related and coming up with probable solutions. School functionaries including BRPs/CRPs can be included where possible in these discussions
- Promoting greater synergy among D.Ed college faculty and school teachers by making it mandatory for a meeting before, during and after practice teaching/internship
- Orienting school Principals and teachers towards the importance of their role as mentors to student teachers
- Involving BRPs/CRPs for academic monitoring and feedback
- Ensuring co-ordination among the Departments of Primary Education, DSERT and DIETs
- Breaking away from the mould of conventional "Herbartian" based lesson plans and giving more flexibility to students to plan and implement constructivist teaching models
- Insisting on colleges to take initiatives as part of alumni associations to help newly appointed teachers to make the transition so as to make this crucial integration phase more conducive to developing professionally

6.7 Assessments and Evaluation

The present study did not address this issue directly as it would be more appropriate to do so under a curriculum study. Nevertheless, it was obvious during our observation of classrooms and interaction with student teachers and teacher educators that they are geared entirely towards examinations. The results of these examinations not only determine individual student teachers' career opportunities but are also used as a measure of a college's quality.

One way to break this undue importance attached to results would be to evolve indicators to measure colleges' quality. Frameworks for such assessments already exist, such as the quality indicators for Pre-Service Teacher Education evolved jointly by Common Wealth of Learning and NAAC.

Alongside this, the assessments of students have to be completely overhauled, at the time of curriculum revision including various techniques of formative assessment.

Internal assessment is already an inherent part of the present course. This should continue by incorporating multiple robust scoring rubrics to avoid subjectivity.

6.8 Research and Advocacy

Pre-Service teacher education at elementary level suffers from poor visibility and remains isolated from both school and higher education.

The sector has to be brought into the forefront of educational discourses on quality. The Department should initiate steps to make D.Ed programme more visible. Multi-pronged consultations are to be initiated with personnel involved in schools, D.Ed colleges, PU colleges and Universities/RIE/DIET/Other organisations.

Research in education in general and this sector particularly, has long remained a neglected area. Research in this sector has to be promoted both to inform policy as well as assess level of implementation of new programmes.

A research and development centre has to be established within DSERT exclusively dealing with teacher education. This should include both pre-service and in-service components. This centre has to establish strong linkages with all stakeholders in the field to help generate robust practice-based theories in the sector, along with documenting and culling out learning from effective/innovative practices.

At the policy level, the Government needs to take the following steps, as have been recommended by various commissions and committees reviewed in section 1.1:

- Formulating a State Level Policy of continuous teacher professional development
- Putting in place a management information system on teacher education
- Developing separate cadre of teacher educators at the elementary level
- Encouraging flexibility in D.Ed course, within given State formulated frameworks and close monitoring systems
- Promoting Diploma/Certificate courses through teacher education institutions
- Considering a four year integrated elementary education programme as promulgated by NCFTE, 2009
- Monitoring and regulating D.Ed colleges with a view to ensuring quality
- Strengthening existing colleges that are providing quality pre-service education

Pre-Service Teacher Education is a first, albeit crucial stage in the professional development of a teacher. The sector has to shape itself as a torch bearer in this continuum. For that to happen, the low importance given to this sector has to change.

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List of Abbreviations

B.Ed	*Bachelor of Education*
BRP	*Block Resource Person*
B.Sc	*Bachelor of Science*
BA	*Bachelor of Arts*
CRP	*Cluster Resource Person*
D.Ed	*Diploma in Education*
DDPI	*Deputy Director of Public Instruction*
DIET	*District Institute of Education and Training*
DPEP	*District Primary Education Programme*
DSERT	*Department of State Educational Research and Training*
IASE	*Institute of Advanced Studies in Education*
IED	*Integrated Education for Disabled Children*
M.Ed	*Master of Education*
MA	*Master of Arts*
NCERT	*National Council of Education Research & Training*
NCF	*National Curriculum Framework*
NCFTE	*National Curriculum Framework for Teacher Education*
NCTE	*National Council for Teacher Education*
NFG	*National Focus Group*
NPE	*National Policy of Education*
OBC	*Other Backward Community*
RIE	*Regional Institute of Education*
SC	*Scheduled Caste*
ST	*Scheduled Tribe*
TCH	*Teacher Certificate Higher*
TCL	*Teacher Certificate Lower*
TLM	*Teaching Learning Materials*
TTI	*Teachers' Training Institute*

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KKC_D.Ed Study **Appendix 1**

Instrument 1: General Information

Where blanks are provided give the requisite information or tick the appropriate option

1. Name of the College : _____
2. Name of the District : _____
3. Name of the Village/Town/City : _____
4. Category of the college : Govt/Aided/Unaided
5. Does the college have its own building : Yes / No
6. No.of rooms in the college : _____
7. Is there a Principal's room? Yes / No
8. Is there a staff room? : Yes / No
9. Is there a library? : Yes / No

   If yes, are there adequate and relevant books?: Yes / No*
10. Are there computers? : Yes / No

    If yes, is there an internet connection?: Yes / No
11. Students' details:

No.of Boys:	
No.of Girls:	
No.of SC	
No.of ST	
No.of OBC:	
No.of Min:	
No.of students with special needs: *(Please specify*	
Total	

12. Academic and professional qualification of Principal: _____
13. No.of lecturers on roll: _____
14. Please fill in the each details of the lecturers in the table below:

No	Male/ Female	Age	No.of yrs of experience			Qualification		Subject specialization	Subjects handling at present		
			Pri. school	High School	D.Ed college	Acade-mic	Profes-sional			Full Time	Part Time

**1. Please mention the purpose for which used*

2. Refer to Library register

Instrument 2: Guidelines for classroom observation

Tick the relevant box and provide the required information wherever blanks are given.

1. Class observed: I Year ☐ II Year ☐
2. Subject taught : _____
3. Gender of the lecturer : Male ☐ Female ☐
4. No.of students in the class at the time of observation : Boys _____ Girls _____
5. Seating arrangement : In groups ☐ In rows ☐ 6. Topic covered : _____
7. **Classroom management**

		Comments
7.1 Physical environment is conducive to learning	☐	
7.2 Seating/grouping arrangement enchances co-operation/collaboration	☐	
7.3 Necessary materials/resources are available in the classroom	☐	
7.4 Good time management (Allocated time Vs. Instructional time)	☐	

8. Teaching and instructional techniques

The lecturer:

		Comments
8.1 Assesses students' knowledge/opinion on the topic	☐	
8.2 Explains the lesson's relevance and purpose	☐	
8.3 Integrates theory with practice and vice-versa	☐	
8.4 Provides opportunities for independent practice/hands-on learning	☐	
8.5 Encourages students to create their own resources	☐	
8.6 Uses resources If yes, Please specify: Charts ☐ Newspaper/Magazines ☐ Models ☐ Computers ☐ Audiovisuals ☐ Computers ☐ Live specimes ☐ Reference books ☐ Locally available objects ☐ Black board ☐ Any other ☐ Please Specify _____ Please mention in the resources are relevant to the topic	☐	

8.7 Uses the following methods: Lecture ☐ Demonstration ☐ Discussion ☐ Role Play ☐ Debate ☐ Workshop mode ☐ Peer learning ☐ Seminar ☐ Brainstorming ☐ Question & Answer ☐ Any other ☐ Please Specify _____	

9. Interaction

The lecturer:

		Comments
9.1 Addresses all students	☐	
9.2 Solicits ideas from students	☐	
9.3 Gives equal opportunities for students to raise queries	☐	
9.4 Gives opportunities for student-student interaction	☐	
9.5 Clarifies students' doubts	☐	
9.6 Accepts students suggestions/opinions	☐	
9.7 Appreciates students' participation	☐	
9.8 Motivates students well	☐	

The students:

9.9 Talk frequently among themselves	☐	
9.10 Write frequently	☐	
9.11 Discuss freely with the lecturers	☐	
9.12 Ask questions when necessary	☐	
9.13 Show interest in what is being taught	☐	
9.14 Participate enthusiastically in the activities/discussions	☐	

10 Assessment

The lecturer

10.1 Uses different forms of assessments	☐	
10.2 Poses questions that challenge students to think	☐	
10.3 Seeks feedback from students	☐	
10.4 Gives constructive feedback	☐	

11. Kindly provide examples for the following components based on your observation

	Examples
<u>Content</u> 11.1 Focus of topic	
11.2 Organisation of content	
11.3 Explanation of terms/ processes	
11.4 Appropriateness of examples used	
Comments	
<u>Presentation</u> 11.5 Preparation of the topic	
11.6 Transition between topics/activities	
11.7 Level of confidence	
11.8 Voice volume and modulation	
11.9 Eye-contact	
11.10 Poise	
11.11 Clarity of speech	
Comments	
<u>Effectiveness</u> 12.12 Lecturers' level of understanding of content/issues covered	
12.13 Clarity of goals shown by the lecturer	
12.14 Students' level of absorption of what was taught (based on their interactions+ notes)*	
Comments	

** Kindly study the notes of a few students and informally gather their opinion after class*

ಆರ್.ಎಸ್.ಎಸ್.ಟಿ. ಬೆಂಗಳೂರು–11

ನಮೂನೆ 3: ಎರಡನೇ ಡಿ.ಎಡ್. ಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಮಾತ್ರ

ನಿಮ್ಮ ವೈಯಕ್ತಿಕ ಹಿನ್ನೆಲೆಯ ಮಾಹಿತಿಯನ್ನು ದಯವಿಟ್ಟು ಒದಗಿಸಿ, ಅಗತ್ಯವಿದ್ದಲ್ಲಿ "✓ " ಗುರುತನ್ನು ಹಾಕಿ:

1. ಲಿಂಗ : ಸ್ತ್ರೀ / ಪುರುಷ
2. ವಯಸ್ಸು: ☐ ವರ್ಷ.
3. ಜಾತೀಯತೆ: ಪ.ಜಾ./ಪ.ವ./ಇಹಿಂವ/ಹಿಂವ/ಅಲ್ಪ ಸಂಖ್ಯಾತ/ಮುಂದುವರೆದ ಜಾತಿ
4. ಪಿ.ಯು.ಸಿ.ಯಲ್ಲಿ ಅಭ್ಯಾಸ ಮಾಡಿದ: a) ಭಾಷೆಗಳು:
   b) ಐಚ್ಛಿಕ ವಿಷಯಗಳು:
   c) ಮಾಧ್ಯಮ:
5. ಕುಟುಂಬದ ಆದಾಯ ಹಾಗೂ ಕುಟುಂಬ ಸದಸ್ಯರ ಸಂಖ್ಯೆ:

ಕ್ರಮಾಂಕ	ವಾರ್ಷಿಕ ಆದಾಯ	"✓"ಹಾಕಿ
5.1	ರೂ. 60,000/– ಕ್ಕಿಂತ ಹೆಚ್ಚು	
5.2	ರೂ. 48,001/– ರಿಂದ ರೂ. 60,000/–	
5.3	ರೂ. 24,001/– ರಿಂದ ರೂ. .48,000/–	
5.4	ರೂ. 12,001/– ರಿಂದ ರೂ. 24,000/–	
5.5	ರೂ. 6,000/– ರಿಂದ ರೂ. 12,000/–	
5.6	ರೂ. 6,000/– ಕ್ಕಿಂತ ಕಡಿಮೆ.	

6. ನೀವು ಡಿ.ಎಡ್.ಶಿಕ್ಷಣ ಕ್ರಮಕ್ಕೆ ಏಕೆ ಸೇರಿದಿರಿ? ನಿಮಗೆ ಅತ್ಯಂತ ಸಮಂಜಸವೆನಿಸಿದ್ದಕ್ಕೆ '✓' ಗುರುತು ಹಾಕಿ.

6.1 ಬೋಧನೆಯ ಬಗ್ಗೆ ಜ್ಞಾನ ಸಂಪಾದನೆಗಾಗಿ	
6.2 ಕುಟುಂಬದ ಸಲಹೆ ಮೇರೆಗೆ	
6.3 ಪ್ರಮಾಣ ಪತ್ರ ಪಡೆದು, ಶಿಕ್ಷಕರಾಗಲು	
6.4 ಬೇರೆಲ್ಲೂ ಅವಕಾಶ ಸಿಗದೇ ಇದ್ದುದಕ್ಕಾಗಿ	
6.5 ಗ್ರಾಮೀಣ ಪ್ರದೇಶದ ಮಕ್ಕಳಿಗೆ ಸೇವೆ ಸಲ್ಲಿಸಲು	
6.6 ಅನ್ಯಕಾರಣ: ಸ್ಪಷ್ಟವಾಗಿ ನಮೂದಿಸಿ	

7. ಡಿ.ಎಡ್. ಶಿಕ್ಷಣಾವಧಿಯಲ್ಲಿ ಕಲಿತ/ಅಭ್ಯಸಿಸಿದ ಯಾವ ವಿಷಯಗಳು ನಿಮ್ಮ ಬೋಧನಾಕಾರ್ಯ ಅಭ್ಯಾಸ (ಪ್ರಾಕ್ಟೀಸ್ ಟೀಚಿಂಗ್)ದಲ್ಲಿ ಸಹಾಯಕವಾಗಿದ್ದವು? ಸಂಬಂಧಿಸಿದ ಅಂಕಣಗಳಲ್ಲಿ '✓' ಗುರುತು ಹಾಕಿ.

ಕ್ರಮಾಂಕ	ವಿಷಯಗಳು	A ಬಹುತೇಕ	B ಭಾಗಶಃ	C ಅತ್ಯಲ್ಪ
7.1	ಶಿಕ್ಷಣದ ಪರಿಕಲ್ಪನಾತ್ಮಕ ಬುನಾದಿಗಳು			
7.2	ಆಧುನಿಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ			
7.3	ಪಠ್ಯಕ್ರಮ ಸಂವಹನೆಯ ತತ್ವಗಳು			
7.4	ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ವಿಧಾನಗಳು ಭಾಷೆ			
7.5	ಆರೋಗ್ಯ ಮತ್ತು ದೈಹಿಕ ಶಿಕ್ಷಣ			

7.6	ಕಾರ್ಯಾನುಭವ ಶಿಕ್ಷಣ/ ಕಾರ್ಯ ಶಿಕ್ಷಣ			
7.7	ವಿಷಯ ಜ್ಞಾನ ಸಂವರ್ಧನೆ			
7.8	ಮೌಲ್ಯ ಶಿಕ್ಷಣ			
7.9	ಸಂಗೀತ ಶಿಕ್ಷಣ			
7.10	ಕಲಾ ಶಿಕ್ಷಣ			
7.11	ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಹಿತ್ಯಕ ಚಟುವಟಿಕೆಗಳು			
7.12	ಕಂಪ್ಯೂಟರ್ ಶಿಕ್ಷಣ			
7.13	ಆಧುನಿಕ ಶಿಕ್ಷಣದ ಒಲವುಗಳು			
7.14	ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯ ನಿರ್ವಹಣೆ ಮತ್ತು ಶಾಲಾಸಂಘಟನೆ			
7.15	ವಿಷಯಾಧಾರಿತ a) ಬೋಧನಾ ವಿಧಾನಗಳು b) ಐಚ್ಛಿಕ ಬೋಧನಾ ವಿಧಾನಗಳು			
7.16	ಕ್ರಿಯಾ ಸಂಶೋಧನೆ			

8. ಡಿ.ಎಡ್.ಶಿಕ್ಷಣಾವಧಿಯಲ್ಲಿ ನೀವು ಹಲವಾರು ಬೋಧನಾ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳಸಿಕೊಂಡಿದ್ದೀರಿ. ನೀವು ಅವುಗಳ ಉಪಯುಕ್ತತೆಯನ್ನು ಹೇಗೆ ಮಾಪನ ಮಾಡುವಿರಿ? ಸೂಕ್ತ ಅಂಕಣದಲ್ಲಿ '✓' ಗುರುತು ಹಾಕಿ.

ಕ್ರಮಾಂಕ	ಕ್ಷೇತ್ರ/ ಕೌಶಲ/ ಸಾಮರ್ಥ್ಯಗಳು	ಅತ್ಯುತ್ತಮ	ಉತ್ತಮ	ತೃಪ್ತಿಕರ	ಅತೃಪ್ತಿಕರ
8.1	ಪ್ರಶ್ನಿಸುವುದು				
8.2	ಕಪ್ಪುಹಲಗೆ ಬಳಕೆ				
8.3	ವಿಷಯಾಂಶಗಳನ್ನು ದಾಟಿಸುವ ಪ್ರಕ್ರಿಯೆ				
8.4	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು				
8.5	ಬಹುವರ್ಗ ಬೋಧನಾ ತಂತ್ರ				
8.6	ಮೌಲ್ಯಮಾಪನ a) ವಿಷಯಾಧಾರಿತ b) ಸಾಮರ್ಥ್ಯಾಧಾರಿತ				
8.7	ಚಟುವಟಿಕೆ ಆಧಾರಿತ ಬೋಧನೆ				
8.8	ಪಾಠವೀಕ್ಷಣೆ				
8.9	ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು				
8.10	ಬಹುಮಾಧ್ಯಮದಲ್ಲಿ(ಮಲ್ಟೀಮೀಡಿಯಾ)ಬೋಧಿಸುವುದು				
8.11	ಸಮುದಾಯದೊಂದಿಗೆ ಕಾರ್ಯ ನಿರ್ವಹಣೆ				
8.12	ಪ್ರದರ್ಶನ ಪಾಠ ನೀಡುವುದು				
8.13	ಇನ್ನಾವುದೇ ಕೌಶಲ – ವಿವರವಾಗಿ ನಮೂದಿಸಿ				

9.1 ಡಿ.ಎಡ್.ಶಿಕ್ಷಣದ ಬಗ್ಗೆ ನಿಮಗೆ ಮೆಚ್ಚುಗೆಯಾದ ಎರಡು ಅಂಶಗಳು/ವಿಚಾರಗಳು

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9.2 ಡಿಎಡ್.ಶಿಕ್ಷಣದ ಬಗ್ಗೆ ನಿಮಗೆ ಮೆಚ್ಚುಗೆಯಾಗದ ಎರಡು ಅಂಶಗಳು/ವಿಚಾರಗಳು.

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ನಮೂನೆ 4: ಉಪನ್ಯಾಸಕರಿಗೆ ಪ್ರಶ್ನಾವಳಿ

ಭಾಗ–1

ದಯವಿಟ್ಟು ಈ ಪ್ರಶ್ನಾವಳಿಯಲ್ಲಿರುವ ಅಗತ್ಯ ಮಾಹಿತಿಗಳನ್ನು ನೀಡಿ, ಹಾಗೂ ಸೂಚಿತ ಅಂಕಣಗಳಲ್ಲಿ "✓ " ಗುರ್ತನ್ನು ಹಾಕಿ:

1. ಲಿಂಗ : ಸ್ತ್ರೀ / ಪುರುಷ

2. ವಯಸ್ಸು: ☐ ವರ್ಷ

3. ಸಾಮಾನ್ಯ ವಿದ್ಯಾರ್ಹತೆ: B.Sc/BA/M.Sc/M.A/M.Phil/Ph.D

4. ಪ್ರಾವಿಣ್ಯತೆ ಹೊಂದಿರುವ ವಿಷಯ(ಗಳು): ☐

5. ವೃತ್ತಿಪರ ವಿದ್ಯಾರ್ಹತೆ: ಟಿ.ಸಿ.ಎಚ್/ಡಿ.ಎಡ್/ಬಿ.ಎಡ್/ಎಂ.ಎಡ್/ಶಿಕ್ಷಣದಲ್ಲಿ ಎಂ.ಫಿಲ್/ಪಿ.ಎಚ್.ಡಿ,

6. ಬೋಧನಾನುಭವ (ವರ್ಷಗಳಲ್ಲಿ) _____

a) ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ: ☐

b) ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ: ☐

c) ಉನ್ನತ ಪ್ರೌಢಶಾಲೆ/ಜ್ಯೂನಿಯರ್ ಕಾಲೇಜುಗಳಲ್ಲಿ: ☐

d) ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಶಿಕ್ಷಕರ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳಲ್ಲಿ: ☐

7. ಭಾಗವಹಿಸಿದ ತರಬೇತಿಗಳ ಸಂಖ್ಯೆ :

7.1 ಈ ತರಬೇತಿಗಳ ವಿವರ/ವೈಶಿಷ್ಟ್ಯಗಳನ್ನು ದಯವಿಟ್ಟು ನಮೂದಿಸಿ. (ಕಳೆದ ಎರಡು ವರ್ಷದ)

ಕ್ರಮಾಂಕ	ತರಬೇತಿ/ಕಾರ್ಯಕ್ರಮದ ವಸ್ತು – ವಿಷಯ	ಕಾರ್ಯಕ್ರಮ ಯೋಜಿಸಿದ ಸಂಸ್ಥೆ/ಮಧ್ಯವರ್ತಿ	ಕಾರ್ಯಕ್ರಮ ಅವಧಿ

7.2 ನೀವು ಮೆಚ್ಚಿದ ತರಬೇತಿ/ಕಾರ್ಯಗಾರದ ಹೆಸರನ್ನು ತಿಳಿಸಿ.

8. ನಿಮ್ಮ ತರಗತಿ ಬೋಧನೆಯಲ್ಲಿ ವಿವಿಧ ವಿಧಾನಗಳನ್ನು ಬಳಸುವ/ಅಳವಡಿಸುವ ಪ್ರಮಾಣವೂ ಎಷ್ಟಿದೆ? '✓'ಗುರ್ತಿನಿಂದ ನಮೂದಿಸಿ.

ಕ್ರಮಾಂಕ	ಪದ್ಧತಿ/ವಿಧಾನ/ಕ್ರಮ	ಹೇರಳ	ಸಾಧರಣ	ವಿರಳ
8.1	ಉಪನ್ಯಾಸ			
8.2	ಪ್ರಾತ್ಯಕ್ಷಿಕೆ			
8.3	ಚರ್ಚೆ			
8.4	ಪಾತ್ರಾಭಿನಯ			
8.5	ವಾದ-ಸಂವಾದ			
8.6	ಕಾರ್ಯಾಗಾರದ ರೀತಿ			
8.7	ಸಹಪಾಠಿಗಳಿಂದ ಬೋಧನೆ			
8.8	ವಿಚಾರ ಗೋಷ್ಠಿ			
8.9	ಚಿಂತನ-ಮಂಥನ			
8.10	ಪ್ರಶ್ನೋತ್ತರ			
8.11	ಇತರೆ (ನಮೂದಿಸಿ)			

9. ಕೆಳಗೆ ಕಾಣಿಸಿದ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬೋಧನಾ ಸಂದರ್ಭದಲ್ಲಿ ಎಷ್ಟೆಷ್ಟು ಮತ್ತು ಹೇಗೆ ಬಳಸುವಿರಿ?

ಕ್ರಮಾಂಕ	ಸಂಪನ್ಮೂಲಗಳು	ಹೇರಳ	ಸಾಧಾರಣ	ವಿರಳ
9.1	ಪಠ್ಯ ಪುಸ್ತಕಗಳು			
9.2	ಮುದ್ರಿತ ಟಿಪ್ಪಣಿಗಳು			
9.3	ಸ್ವ ನಿರ್ಮಿತ ಟಿಪ್ಪಣಿಗಳು			
9.4	ಭಿತ್ತಿ ಚಿತ್ರ/ಭೂಪಟ/ಚಿತ್ರಪಠಗಳು			
9.5	ವರ್ತಮಾನ ಪತ್ರಿಕೆ/ನಿಯತಕಾಲಿಕೆಗಳು			
9.6	ವಿಶ್ವಕೋಶಗಳು			
9.7	ಸ್ಥಿರಮಾದರಿಗಳು			
9.8	ಕ್ರಿಯಾತ್ಮಕ ಮಾದರಿಗಳು (ವರ್ಕಿಂಗ್ ಮಾಡೆಲ್ಸ್)			
9.9	ಅಭ್ಯಾಸದ ಹಾಳೆಗಳು			
9.10	ಮುದ್ರಿತ/ಇತರೆ ರೀತಿ ಹಾಳೆ (ಶೇಡುವಿಕೆ)			
9.11	ದೃಶ್ಯ-ಶ್ರವಣ ಸಾಧನ-ಸಲಕರಣೆಗಳು			
9.12	ಊರುಗೋಲು/ಆಸರೆ ನೀಡುವಿಕೆ			
9.13	ಇತರೆ (ನಮೂದಿಸಿ)			

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10. ಕೆಲ ಅನುಭವಿ ಪ್ರಶಿಕ್ಷಕರು ಅವರ ದೃಷ್ಟಿಕೋನದಲ್ಲಿ ಶಾಲೆಯ, ಶಿಕ್ಷಕರ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳ ಪಾತ್ರಗಳ ಬಗ್ಗೆ ಪ್ರಶ್ನಿಸಿದರು. ಇಲ್ಲಿ ಎರಡು ವಿಭನ್ನ ದೃಷ್ಟಿಕೋನಗಳಿವೆ. ದಯವಿಟ್ಟು ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ✓ ತಿಳಿಸಿ.

	ದೃಷ್ಟಿಕೋನ 1	ಸಂಪೂರ್ಣ ಒಪ್ಪಿತ	ಒಪ್ಪಿತ	ಒಪ್ಪಲಾರೆ	ಬಲವಾಗಿ ವಿರೋಧಿಸುವೆ	ದೃಷ್ಟಿಕೋನ 2	ಸಂಪೂರ್ಣ ಒಪ್ಪಿತ	ಒಪ್ಪಿತ	ಒಪ್ಪಲಾರೆ	ಬಲವಾಗಿ ವಿರೋಧಿಸುವೆ
ಶಾಲೆ	ಸಮಾಜದಿಂದ ಪ್ರತ್ಯೇಕಿತವಾಗಿದೆ					ಸಮಾಜದಲ್ಲಿ ಒಂದಾಗಿದೆ				
	ಮಾಹಿತಿ ಸುಲಭವಾಗಿ ಲಭ್ಯವಿಲ್ಲ					ಮಾಹಿತಿ ಮುಕ್ತವಾಗಿ ಲಭ್ಯ				
ಶಿಕ್ಷಕರು	ತಾವೇ ಬೋಧಿಸುವರು					ಕಲಿಯುವ ಸೂಕ್ತ ದಾರಿಯನ್ನು ಕಂಡುಕೊಳ್ಳಲು ವಿದ್ಯಾರ್ಥಿಗೆ ಸಹಾಯ ಮಾಡುತ್ತಾರೆ				
	ಇಡೀ ತರಗತಿಗೆ ಬೋಧಿಸುತ್ತಾರೆ					ವಿದ್ಯಾರ್ಥಿಯ ಸ್ವಕಲಿಕೆಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡುತ್ತಾರೆ				
	ವಿದ್ಯಾರ್ಥಿಯ ಮೌಲ್ಯಮಾಪನ ಮಾಡುತ್ತಾರೆ					ವಿದ್ಯಾರ್ಥಿಯು ತನ್ನ ಪ್ರಗತಿಯನ್ನು ತಾನೇ ಕಂಡುಕೊಳ್ಳಲು ಸಹಾಯ ನೀಡುತ್ತಾರೆ				
	ಸಂವಹನ ಕೌಶಲಗಳಿಗೆ ಅಷ್ಟಾಗಿ ಮಹತ್ವ ನೀಡುವುದಿಲ್ಲ					ಸಂವಹನ ಕೌಶಲಗಳಿಗೆ ತುಂಬ ಮಹತ್ವ ನೀಡುತ್ತಾರೆ				
ವಿದ್ಯಾರ್ಥಿಗಳು	ಶಾಲೆಯಲ್ಲಿ ಮಾತ್ರ ಕಲಿಯುತ್ತಾರೆ. ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸುವುದಿಲ್ಲ					ಶಾಲೆಯಿಂದ ಹೊರಗೂ ಕೂಡ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುವರು/ ಚೆನ್ನಾಗಿ ಕಲಿಯುತ್ತಾರೆ				
	ಗುಂಪು ಕಾರ್ಯಗಳು ವಿರಳವಾಗಿರುತ್ತವೆ					ಗುಂಪು ಕಾರ್ಯಗಳು ಯಥೇಚ್ಛವಾಗಿರುತ್ತವೆ				
	ಪ್ರಶ್ನೆಗಳನ್ನು ಶಿಕ್ಷಕರಿಂದ ಅಥವಾ ಪುಸ್ತಕಗಳಿಂದ ಮಾತ್ರ ಪಡೆಯುತ್ತಾರೆ					ಸ್ವತಃ ಆಲೋಚಿಸಿ ಪ್ರಶ್ನೆ ಕೇಳುತ್ತಾರೆ				
	'ಪ್ರಶ್ನೆಗಳಿಗೆ – ಉತ್ತರ' ಕಲಿಯುತ್ತಾರೆ					ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರ ಕಂಡುಕೊಳ್ಳುತ್ತಾರೆ				
	ಕಲಿಕೆಯಲ್ಲಿ ಆಸಕ್ತಿ ಕಡಿಮೆ					ಕಲಿಕೆಯಲ್ಲಿ ತುಂಬ ಆಸಕ್ತರು				
ಪಾಲಕರು	ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಭಾಗಿಯಾಗುವುದಿಲ್ಲ					ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಉತ್ಸಾಹದಿಂದ ಭಾಗಿಯಾಗಿರುತ್ತಾರೆ				
	ಬೋಧನಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಕನಿಷ್ಟತಮ ಭಾಗವಹಿಸುತ್ತಾರೆ					ಬೋಧನಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಜವಾಬ್ದಾರಿಯಿಂದ ಪಾಲ್ಗೊಳ್ಳುತ್ತಾರೆ				
	ಜೀವನ ಪರ್ಯಂತ ಕಲಿಕೆಗೆ ಮಾದರಿ ಒದಗಿಸುವುದಿಲ್ಲ					ಜೀವನ ಪರ್ಯಂತ ಕಲಿಕೆಗೆ ಮಾದರಿ ಒದಗಿಸುವುದಿಲ್ಲ				

11. ನಿಮ್ಮ ಅಭಿಪ್ರಾಯದಲ್ಲಿ ಡಿ.ಎಡ್. ಶಿಕ್ಷಣಾವಧಿಯಲ್ಲಿ ಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಕಲಿತ/ಅಭ್ಯಸಿಸಿದ ಯಾವ ವಿಷಯಗಳು ಅವರು ಶಿಕ್ಷಕರಾದಾಗ ಪ್ರಯೋಜನಕ್ಕೆ ಬರುತ್ತವೆ? ಪ್ರತಿಯೊಂದಕ್ಕೂ ಸೂಕ್ತವಾಗಿ '✓' ಗುರ್ತು ಹಾಕಿ.

ಕ್ರಮಾಂಕ	ವಿಷಯಗಳು	ಬಹುತೇಕ	ಭಾಗಶಃ	ಅತ್ಯಲ್ಪ
11.1	ಶಿಕ್ಷಣದ ಪರಿಕಲ್ಪನಾತ್ಮಕ ಬುನಾದಿಗಳು			
11.2	ಆಧುನಿಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ			
11.3	ಪಠ್ಯಕ್ರಮಸಂವಹನೆಯ ತತ್ವಗಳು			
11.4	ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ವಿಧಾನಗಳು–ಭಾಷೆ.			
11.5	ಆರೋಗ್ಯ ಮತ್ತು ದೈಹಿಕ ಶಿಕ್ಷಣ			
11.6	ಕಾರ್ಯಶಿಕ್ಷಣ/ಕಾರ್ಯಾನುಭವಶಿಕ್ಷಣ			
11.7	ವಿಷಯಜ್ಞಾನ ಸಂವರ್ಧನೆ			
11.8	ಮೌಲ್ಯ ಶಿಕ್ಷಣ			
11.9	ಸಂಗೀತ ಶಿಕ್ಷಣ			
11.10	ಕಲಾ ಶಿಕ್ಷಣ			
11.11	ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಹಿತ್ಯಕ ಚಟುವಟಿಕೆಗಳು			
11.12	ಕಂಪ್ಯೂಟರ್ ಶಿಕ್ಷಣ			
11.13	ಆಧುನಿಕ ಶಿಕ್ಷಣದ ಒಲವುಗಳು			
11.14	ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯನಿರ್ವಹಣೆ ಹಾಗೂ ಶಾಲಾ ಸಂಘಟನೆ			
11.15	ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ವಿಧಾನಗಳು			
11.16	ಕ್ರಿಯಾ ಸಂಶೋಧನೆ			

12. ನಿಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಬೆಳೆಸಿದ ಬೋಧನಾ ಕೌಶಲಗಳ ಉಪಯುಕ್ತತೆಯನ್ನು ನೀವು ಹೇಗೆ ಮೌಲ್ಯೀಕರಿಸುವಿರಿ?

ಕ್ರಮಾಂಕ	ಕ್ಷೇತ್ರಗಳು/ಕೌಶಲಗಳು	ಅತ್ಯುತ್ತಮ	ಉತ್ತಮ	ತೃಪ್ತಿಕರ	ಅತೃಪ್ತಿಕರ
12.1	ಪ್ರಶ್ನಿಸುವಿಕೆ				
12.2	ಕಪ್ಪು ಹಲಗೆಯ ಬಳಕೆ				
12.3	ವಿಷಯಾಂಶಗಳನ್ನು ದಾಟಿಸುವ ಪ್ರಕ್ರಿಯೆ				
12.4	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯವನ್ನು ವೃದ್ಧಿಸುವಿಕೆ				
12.5	ಬಹುವರ್ಗ ಬೋಧನಾ ತಂತ್ರ				
12.6	ಮೌಲ್ಯಮಾಪನ – a) ವಿಷಯಾಧಾರಿತ b) ಸಾಮರ್ಥ್ಯಾಧಾರಿತ				
12.7	ಚಟುವಟಿಕೆ ಆಧಾರಿತ ಬೋಧನೆ				
12.8	ಪಾಠಗಳ ವೀಕ್ಷಣೆ				
12.9	ಸಹಪಠ್ಯ ವಿಷಯಗಳು				
12.10	ಬಹು ಮಾಧ್ಯಮಗಳೊಂದಿಗೆ				
12.11	ಸಮುದಾಯದೊಂದಿಗೆ ಕಾರ್ಯನಿರ್ವಹಣೆ				
12.12	ಪ್ರದರ್ಶನ ಪಾಠನೀಡುವಿಕೆ				
12.13	ಇತರೆ (ನಮೂದಿಸಿ)				

13. ಕೆಲವು ಅಪೂರ್ಣ ವಾಕ್ಯಗಳನ್ನು ಕೆಳಗೆ ಕೊಡಲಾಗಿದೆ. ನಿಮ್ಮ ಅಭಿಪ್ರಾಯದಲ್ಲಿ ಯಾವ ಆಯ್ಕೆ ವಾಕ್ಯವನ್ನು ಸೂಕ್ತವಾಗಿ ಪೂರ್ಣಗೊಳಿಸುವುದು ಎಂದೆನಿಸುವುದೋ ಅದಕ್ಕೆ ✓ ಮಾಡಿ.

13.1 ನಲಿ-ಕಲಿ ತನ್ನ ಗುಣಲಕ್ಷಣಗಳನ್ನು _____ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರದಿಂದ ಪಡೆದುಕೊಂಡಿದೆ:

- ಮಗು ಕೇಂದ್ರಿತ ☐
- ಚಟುವಟಿಕಾಧಾರಿತ ☐
- ಅನುಭವಾಧಾರಿತ ☐
- ವಿಮರ್ಶಾತ್ಮಕ ☐

13.2 ನಲಿ-ಕಲಿ ಪದ್ಧತಿಯಲ್ಲಿ ಪಠ್ಯಕ್ರಮವನ್ನು _____

- ಪೂರ್ತಿ ಕೈಬಿಡಲಾಗಿದೆ ☐
- ಚಿಕ್ಕ ಘಟಕಗಳಾಗಿ ವಿಂಗಡಿಸಲಾಗಿದೆಚ ☐
- ನಿಯಮಿತ ಕಾಲದಲ್ಲಿ ಪರಿಷ್ಕರಿಸಲಾಗುತ್ತದೆ ☐
- ಕನಿಷ್ಪ ಕಲಿಕೆಯ ಆಧಾರದ ಮೇಲೆ ರಜಿಸಲಾಗಿದೆ ☐

13.3 ನಲಿ-ಕಲಿಯ ಕಲಿಕಾ ವರ್ಗಗಳು ವಿಕಸಿತಗೊಳ್ಳಲು ಆಧಾರ _____

- ಮಕ್ಕಳ ಕಲಿಕಾ ಅನುಭವಗಳು ☐
- ಅರಿವಿನ ಹಂತ ☐
- ವಿದ್ಯಾರ್ಥಿಗಳ ಆಸಕ್ತಿ ☐
- ವಿಷಯ/ಭಾಷೆಯ ವಸ್ತುವಿಷಯ ☐

13.4 ನಲಿ-ಕಲಿ ತರಗತಿಯ ಕೇಂದ್ರ ಬಿಂದು:

- ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳ ಸ್ವರೂಪ ☐
- ಮಕ್ಕಳ ಕಲಿಕೆಯ ಸಾಧ್ಯತೆ ☐
- ಬಹುವರ್ಗ ತರಗತಿಯನ್ನು ನಡೆಸುವುದು ☐
- ವಿಭಿನ್ನ ರೀತಿಯ ಗುಂಪುಗಳನ್ನು ಮಾಡುವುದು ☐

13.5 ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮ ಚೌಕಟ್ಟು (NCF 2005) ಕಲಿಕೆಯನ್ನು _____ ಪ್ರಕ್ರಿಯೆಯಾಗಿ ನೋಡುತ್ತದೆ

- ಜ್ಞಾನದ ರಚನೆಯ ☐
- ಜ್ಞಾನ, ಮನೋಭಾವ ಮತ್ತು ಕೌಶಲದ ಗಳಿಕೆಯ ☐
- ಅರಿವಿನ ಅಭಿವೃದ್ಧಿಯ ☐
- ವರ್ತನಾ ಬದಲಾವಣೆಯ ☐

13.6 ಎನ್.ಸಿ.ಎಫ್ 2005, ಪಠ್ಯಕ್ರಮವನ್ನು _____ ಆಧಾರದ ಮೇಲೆ ರಚಿಸುತ್ತದೆ

- ಪ್ರತ್ಯೇಕ ವಿಷಯಗಳ ☐
- ಸೂಕ್ತವಾದ ಮಾಹಿತಿಯ ☐
- ಪ್ರಾಥಮಿಕ ಪರಿಕಲ್ಪನೆಗಳ ☐
- ಮಕ್ಕಳ ಆಸಕ್ತಿಯ ☐

13.7 ಎನ್.ಸಿ. ಎಫ್ 2005 ರ ಮೇರೆಗೆ ಪಾಠಯೋಜನೆಗಳು _____

- ಅಳತೆ ಮಾಡಲಾಗುವ ವರ್ತನಾ ಬದಲಾವಣೆಗಳನ್ನು ತರುವಂತಿರಬೇಕು ☐
- ಹರ್ಬಾರ್ಟಿಯನ್ ಮೆಟ್ಟಿಲುಗಳನ್ನು ಅನುಸರಿಸಬೇಕು ☐
- ವಿಷಯಕ್ಕಿಂತಲೂ ಘಟಕದ ಮೇಲೆ ಕೇಂದ್ರಿಕೃತವಾಗಿರಬೇಕು ☐
- ಸಾಮರ್ಥ್ಯಗಳಿಕೆಯ ಮೌಲ್ಯಮಾಪನ ಮಾಡಲು ಹೆಚ್ಚುಕಾಲ ತೆಗೆದುಕೊಳ್ಳುವುದು ☐

13.8 ಎನ್.ಸಿ.ಎಫ್ 2005, ಮೌಲ್ಯಮಾಪನವನ್ನು ಇದನ್ನು ಗುರುತಿಸಲು ಸಹಾಯಮಾಡುತ್ತದೆ ಎಂದು ಹೇಳುತ್ತದೆ _____

- ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾ ತೊಡಕುಗಳನ್ನು ☐
- ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಹಾರ ಬೋಧನೆಯ ಅಗತ್ಯಗಳನ್ನು ☐
- ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಮೂಡಿಸಿಕೊಳ್ಳಲು ಆಗುತ್ತಿರುವ ತೊಂದರೆಗಳನ್ನು ☐
- ಮಕ್ಕಳ ಮನೋಭಾವ ಮತ್ತು ಆಸಕ್ತಿಯನ್ನು ☐

ನಮೂನೆ 4: ಉಪನ್ಯಾಸಕರಿಗೆ ಪ್ರಶ್ನಾವಳಿ

ಭಾಗ–2

ಈ ಭಾಗದಲ್ಲಿ ಭಾಷೆ/ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ದಯವಿಟ್ಟು ನೀವು ಪಾಠಮಾಡುವ ಭಾಷೆ/ವಿಷಯದ ಪ್ರಶ್ನೆಗಳನ್ನು ಮಾತ್ರ ಉತ್ತರಿಸಿ. ಉದಾಹರಣೆ, ನೀವು ವಿಜ್ಞಾನದ ಪದ್ಧತಿಗಳನ್ನು ಕಲಿಸುವ ಪ್ರಶಿಕ್ಷಕರಾಗಿದ್ದಲ್ಲಿ, ವಿಜ್ಞಾನದ ಪ್ರಶ್ನೆಗಳಿಗೆ ಮಾತ್ರ ಉತ್ತರಿಸಿ.

ಕನ್ನಡ

ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿ ಉತ್ತರಗಳನ್ನು ಅವುಗಳ ಎದುರಿನ ಅಂಕಿಗಳಲ್ಲಿ ಗುರುತಿಸಿರಿ.

೧. ಇಲ್ಲಿನ ಯಾವ ಗುಂಪು ಕನ್ನಡದ ರತ್ನತ್ರಯರನ್ನು ನಿಖರವಾಗಿ ತಿಳಿಸುತ್ತಿದೆ?

೧. ಪಂಪ – ಪೊನ್ನ – ರನ್ನ

೨. ರನ್ನ – ಪೊನ್ನ – ಜನ್ನ

೩. ಪಂಪ – ಪೊನ್ನ – ಜನ್ನ

೧. ೨. ೩.

೨. ಆದಿಕವಿ ಪಂಪನ ಕುರಿತ ಪ್ರಮುಖ ಶಾಸನ ಎಲ್ಲಿದೆ?

೧. ಅಣ್ಣಿಗೇರಿ ೨. ಬನವಾಸಿ ೩. ಕುರ್ಕ್ಯಾಲಂ

೧. ೨. ೩.

೩. ಕನ್ನಡ ರಂಗಭೂಮಿಯ ಇತಿಹಾಸ ಹೇಳುವಾಗ ಜನಪದ ರಂಗಭೂಮಿಯನ್ನು ಪರಿಗಣನೆಗೆ ತೆಗೆದುಕೊಳ್ಳುವುದು ಕೆಳಗಿನ ಯಾವ ಕಾರಣಕ್ಕಾಗಿ ಸೂಕ್ತ?

೧. ಇಲ್ಲದಿದ್ದರೆ ಜನಪದ ಕಲಾವಿದರು ತಜ್ಞರು ಮುನಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.

೨. ಜನಪದವು ಎಲ್ಲ ಕಲಾಪ್ರಕಾರಕ್ಕೂ ತಾಯಿಬೇರು, ಆದ್ದರಿಂದ ಪರಿಗಣನೆಗೆ ತೆಗೆದುಕೊಳ್ಳಬೇಕು.

೩. ಇಲ್ಲದಿದ್ದರೆ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳಲ್ಲಿ ಜನಪದ ವಿಭಾಗಗಳ ಮಹತ್ವ ಕಡಿಮೆಯಾಗುತ್ತದೆ.

೧. ೨. ೩.

೪. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಮೇಲೆ ಸಂಸ್ಕೃತ, ಪ್ರಾಕೃತ, ಇಂಗ್ಲೀಷ್ ಹಾಗೂ ಬಂಗಾಲಿ ಭಾಷಾ ಸಾಹಿತ್ಯಗಳ ಪ್ರೇರಣೆ ಪ್ರಭಾವ ಇರುವಂತೆ ತಮಿಳು ಭಾಷಾ ಸಾಹಿತ್ಯದ ಪ್ರೇರಣೆ ಪ್ರಭಾವಗಳು ಇದ್ದಿರಬಹುದೆ?

೧. ಇದೆ. ಇದನ್ನು ವಚನಕಾರರು ಮತ್ತು ಹರಿಹರನ ಸಾಹಿತ್ಯದ ಆಧಾರದಿಂದಲೂ ಹೇಳಬಹುದು.

೨. ಇದೆ. ಇದನ್ನು ಹಳೆಗನ್ನಡ ಸಾಹಿತ್ಯದ ಆಧಾರದಿಂದಲೂ ಹೇಳಬಹುದು.

೩. ಇಂಥ ಯಾವ ಪ್ರಭಾವವೂ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಮೇಲೆ ಯಾವಾಗಲೂ ಆಗಿಯೇ ಇಲ್ಲ

೧. ೨. ೩.

೫. ನವೋದಯ ಕಥೆಗಳು ಜೀವನದ ಅರ್ಥವನ್ನು ಪ್ರಕೃತಿ – ಜೀವನದ ಬಾಹ್ಯ ಸ್ವರೂಪದ ಸಂಬಂಧದಲ್ಲಿ ಹುಡುಕುವ ಪ್ರಯತ್ನ ಮಾಡಿದರೆ, ನವ್ಯ ಕಥೆಗಳು ಬದುಕಿನ ಮೌಲ್ಯದ ಅನ್ವೇಷಣೆಯನ್ನು ಮನುಷ್ಯ ಅಂತರಂಗದಲ್ಲಿ ನಡೆಸಲು ಹೆಚ್ಚು ಒತ್ತು ಕೊಡುತ್ತವೆ. – ಈ ಹೇಳಿಕೆಯ ಬಗ್ಗೆ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವೇನು?

೧. ಸರಿಯಿದೆ

೨. ಸರಿಯಿಲ್ಲ

೩. ಅರ್ಧ ಸರಿ ಇದೆ

೧. ೨. ೩

೬. ನೀಲಕಂಠೇಶ್ವರ ನಾಟ್ಯ ಸಂಘದ ಚಟುವಟಿಕೆಗಳಿಗೂ ನೀನಾಸಂನ ತಿರುಗಾಟಕ್ಕೂ ಸಂಬಂಧವಿದೆಯೆ?

೧. ಇದೆ ೨. ಇಲ್ಲ. ೩. ಹಿಂದೆ ಇತ್ತು ಈಗ ಅಷ್ಟಾಗಿ ಇಲ್ಲ

೧. ೨. ೩.

೭. ಕವಿ ಮತ್ತು ಕೃತಿಗಳನ್ನು ಹೊಂದಿಸಿರಿ.

೧. ಭುವನದ ಭಾಗ್ಯ	ಎಂ.ಕೆ. ಇಂದಿರಾ
೨. ಇರುವಂತಿಕೆ	ಶಂಭಾಜೋಶಿ
೩. ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ	ಡಾ. ದ.ರಾ.ಬೇಂದ್ರೆ
೪. ಸಖೀಗೀತ	ಡಾ. ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ
೫. ಕುಸುಮ ಬಾಲೆ	ಡಾ. ಚಿದಾನಂದ ಮೂರ್ತಿ
೬. ಫಣಿಯಮ್ಮ	ದೇವನೂರು ಮಹಾದೇವ
೭. ಶರಪಂಜರ	ಜಿ.ಎಸ್. ಆಮೂರ
೮. ಕಂನುಡಿಯ ಹುಟ್ಟು	ಗೋವಿಂದ ಪೈ
	ಚನ್ನವೀರಕಣವಿ
	ತ್ರಿವೇಣಿ

೮. ಈ ಹೇಳಿಕೆಗಳು ಸರಿಯೋ ತಪ್ಪೋ ತಿಳಿಸಿರಿ.

೧. ಕೀರ್ತನ ಸಾಹಿತ್ಯದ ಮೇಲೆ ವಚನ ಸಾಹಿತ್ಯದ ಪ್ರಭಾವ ಇದೆ.	ಸರಿ / ತಪ್ಪು
೨. ಪತ್ರಿಕಾ ಮಾಧ್ಯಮದ ಮೂಲಕ ಕನ್ನಡ ಜಾಣ ಜಾಣೆಯರನ್ನು ಬೆಳೆಸಿದ ಶ್ರೇಯಸ್ಸು ಚಂಪಾ ಅವರಿಗೆ ಸಲ್ಲಬೇಕು.	ಸರಿ / ತಪ್ಪು
೩. ಬೇಂದ್ರೆಯವರು 'ನರಬಲಿ'ಗಾಗಿ ಜೇಲುವಾಸ ಅನುಭವಿಸಿದ್ದರು.	ಸರಿ / ತಪ್ಪು
೪. ಕನ್ನಡಕ್ಕೆ ಬೇಕು ಕನ್ನಡದ್ದೇ ವ್ಯಾಕರಣ ಕರ್ತೃ ಶಂಕರಭಟ್ಟ	ಸರಿ / ತಪ್ಪು
೫. ಕವಿರಾಜ ಮಾರ್ಗ ಕನ್ನಡ ಮೊದಲ ಕಾವ್ಯ	ಸರಿ / ತಪ್ಪು
೬. ಕನ್ನಡ ಲಿಪಿ ಸುಧಾರಣೆಯ ವಿಚಾರವನ್ನು ಬಿ.ಎಂ.ಶ್ರೀ. ತೀವ್ರವಾಗಿ ಮಾಡಿದ್ದರು.	ಸರಿ / ತಪ್ಪು
೭. ಪ್ರಗತಿಶೀಲ ಸಾಹಿತ್ಯ ಕಾಲದಲ್ಲಿ ಕನ್ನಡ ಪ್ರಕಾರ ಉತ್ಕೃಷ್ಟವಾಗಿ ಬೆಳೆಯಿತು.	ಸರಿ / ತಪ್ಪು
೮. ಗ್ರೀಕ್ ನಾಟಕವೊಂದರಲ್ಲಿ ಕನ್ನಡದ ಪದಗಳಿರುವುದನ್ನು ಮೊಟ್ಟಮೊದಲು ಕಂಡು ಹಿಡಿದವರು ಶ್ರೀ ಪಂಜೆ ಮಂಗೇಶರಾಯರು	ಸರಿ / ತಪ್ಪು
೯. ಹಳಗನ್ನಡದಲ್ಲಿ ಅಮ್ಮನ್ ಎಂಬುದು ಪುರುಷವಾಚಕ ಪದವಾಗಿತ್ತು	ಸರಿ / ತಪ್ಪು
೧೦. ಕನ್ನಡದಲ್ಲಿ ಕೈಲಾಸಂ ನಾಟಕಗಳನ್ನು ಬರೆಯಲಿಲ್ಲ	ಸರಿ / ತಪ್ಪು

ನಮೂನೆ 4: ಉಪನ್ಯಾಸಕರಿಗೆ ಪ್ರಶ್ನಾವಳಿ

ಭಾಗ–2

ಈ ಭಾಗದಲ್ಲಿ ಭಾಷೆ/ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ದಯವಿಟ್ಟು ನೀವು ಪಾಠಮಾಡುವ ಭಾಷೆ/ವಿಷಯದ ಪ್ರಶ್ನೆಗಳನ್ನು ಮಾತ್ರ ಉತ್ತರಿಸಿ. ಉದಾಹರಣೆ, ನೀವು ವಿಜ್ಞಾನದ ಪದ್ಧತಿಗಳನ್ನು ಕಲಿಸುವ ಪ್ರಶಿಕ್ಷಕರಾಗಿದ್ದಲ್ಲಿ, ವಿಜ್ಞಾನದ ಪ್ರಶ್ನೆಗಳಿಗೆ ಮಾತ್ರ ಉತ್ತರಿಸಿ.

English

Please tick the most appropriate answer:

1. The emphasis of language learning should shift from mastery learning of limited inputs to regular exposure to a variety of meaningful language inputs. The statement is _____ true.
   A. always B. sometimes C. never D. can't say
2. Language is acquired when attention is focused not on language form, but on the meaning of messages. This statement is _____
   A. false B. sometimes true C. true D. sometimes false
3. Divya always _____ a saree.
   A. wares B. wear C. wears D. ware
4. _____ have to attend the meeting.
   A. No one B. Everyone C. She D. I
5. My father _____dinner.
   A. doing B. cooks C. cooking D. do
6. Our office _____ closed yesterday.
   A. will B. was C. would D. were
7. The print on the labels _____ very small.
   A. are B. being C. aren't D. is
8. _____ candidate have you voted for?
   A. How B. Who C. What D. Which
9. _____ can't snakes walk?
   A. When B. Why C. How D. Where
10. _____ they agree to this?
    A. Why B. When C. Will D. Where
11. The _____ will be good during this time of the year.
    A. wheather B. weather C. whether D. climate

12. The rose is red. Red is _____ in this sentence.

A. Noun B. Adverb C. Article D. Adjective

13. How_____ coffee powder is there in the cupboard?

A. many B. much C. lot of D. more

14. Complete the poem with the help of words given in the box.

Little brother

My little brother thinks that _____
Is very, very big – like _____
He tries to join in all my _____
He tries to say the words I _____
He tries to catch me when I _____
And laughs because he thinks it's _____

Mildred Mead

he, play, run, me, strong, do, long, say, two, fun

ನಮೂನೆ 4: ಉಪನ್ಯಾಸಕರಿಗೆ ಪ್ರಶ್ನಾವಳಿ

ಭಾಗ–2

ಈ ಭಾಗದಲ್ಲಿ ಭಾಷೆ/ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ದಯವಿಟ್ಟು ನೀವು ಪಾಠಮಾಡುವ ಭಾಷೆ/ವಿಷಯದ ಪ್ರಶ್ನೆಗಳನ್ನು ಮಾತ್ರ ಉತ್ತರಿಸಿ. ಉದಾಹರಣೆ, ನೀವು ವಿಜ್ಞಾನದ ಪದ್ಧತಿಗಳನ್ನು ಕಲಿಸುವ ಪ್ರತಿಕ್ಷಕರಾಗಿದ್ದಲ್ಲಿ, ವಿಜ್ಞಾನದ ಪ್ರಶ್ನೆಗಳಿಗೆ ಮಾತ್ರ ಉತ್ತರಿಸಿ.

ವಿಜ್ಞಾನ

ಸರಿಯೆ (✓) ತಪ್ಪೇ (X) ಅಥವಾ ನಿಮಗೆ ತಿಳಿದಿಲ್ಲವೇ (?) ಎಂದು ತೀರ್ಮಾನಿಸಿ. ನಿಮ್ಮ ಅನಿಸಿಕೆಯನ್ನು ಕೊಟ್ಟಿರುವ ಜಾಗದಲ್ಲಿ ಗುರುತಿಸಿ.

	ಸರಿ	ತಪ್ಪು	ತಿಳಿದಿಲ್ಲ
1. ಪ್ರಪಂಚ ಹೇಗೆ ನಡೆಯುತ್ತದೆ ಎಂಬುದರ ಬಗ್ಗೆ ವಿವಿಧ ಸಮಯಗಳಲ್ಲಿ ಭಿನ್ನವಾದ ದೃಷ್ಟಿಕೋನಗಳನ್ನು ಹೊಂದಿರುವುದೇ ವಿಜ್ಞಾನದ ಸ್ವರೂಪ.			
2. ನಿರ್ದಿಷ್ಟ ಕ್ರಮಗಳನ್ನು ಅನುಸರಿಸುವುದರಿಂದ ವಿಜ್ಞಾನದ ಅರಿವನ್ನು ಪಡೆಯುವ ದೆಶೆಯಲ್ಲಿ ವಿಜ್ಞಾನಿಗಳು ವಿಫಲತೆಯನ್ನು ಅನುಭವಿಸುವುದಿಲ್ಲ.			
3. ಭೌತಶಾಸ್ತ್ರ, ರಸಾಯನ ಶಾಸ್ತ್ರ ಮತ್ತು ಜೀವ ಶಾಸ್ತ್ರಗಳಿಗೆ ನಿರ್ದಿಷ್ಟವಾದ ಎಲ್ಲೆಗಳಿವೆ.			
4. ಜೀವಿಗಳೊಳಗೆ ಶಕ್ತಿ ಒಂದು ರೂಪದಿಂದ ಇನ್ನೊಂದು ರೂಪಕ್ಕೆ ಪರಿವರ್ತನೆಯಾಗುವುದಿಲ್ಲ.			
5. ಪರಮಾಣುಗಳ ಜೋಡಣೆಯಲ್ಲಿ ರಾಸಾಯನಿಕ ಶಕ್ತಿ ಇದೆ.			
6. ಉಷ್ಣಮಾಪಕಗಳಂತಹ ಸಾಧನಗಳಿಂದ ಶಾಖವನ್ನು ನಿಖರವಾಗಿ ಅಳೆಯಲು ಸಾಧ್ಯ			
7. ಅಪಾರದರ್ಶಕ ವಸ್ತು ಬೆಳಕನ್ನು ತಡೆದಾಗ ವಸ್ತುವಿನ ಪ್ರತಿಬಿಂಬ ಉಂಟಾಗುತ್ತದೆ.			
8. ನಮ್ಮ ಯತ್ನವನ್ನು ಗುಣಿಸುವುದರ ಮೂಲಕ ಸರಳ ಯಂತ್ರಗಳು ಕೆಲಸವನ್ನು ಕಡಿಮೆ ಮಾಡುತ್ತವೆ.			
9. ಮಸೂರ ಎಂದರೆ ವಸ್ತುವಿನ ಬಾಗಿದ ಗಾಜು. ಪ್ಲಾಸ್ಟಿಕ್ ಅಥವಾ ಯಾವುದೇ ಪಾರದರ್ಶಕ ಚೂರು.			
10. ಜೀವಿಗಳ ಮೂಲಭೂತವಾದ ಕ್ರಿಯೆಗಳು, (ಉದಾಹರಣೆಗೆ ಪೌಷ್ಟಿಕಾಂಶಗಳಿಂದ ಶಕ್ತಿಯನ್ನು ಪಡೆಯುವುದು.) ಜೀವಕೋಶಗಳಲ್ಲಿ ನಡೆಯುತ್ತವೆ.			
11. ನೆಲದ ಮೇಲಿರುವ ಚಾಪೆಯ ಮೇಲೆ ಕಾಲಿಟ್ಟರೆ ಬೆಚ್ಚಗಿರುತ್ತದೆ. ಅದೇ ನೆಲದ ಮೇಲೆ ಕಾಲಿಟ್ಟರೆ ತಣ್ಣಗಿರುತ್ತದೆ. ಇದಕ್ಕೆ ಕಾರಣ ನೆಲ ಚಾಪೆಗಿಂತ ಉತ್ತಮ ಶಾಖವಾಹಕ.			
12. ನಾವು ವಿದ್ಯುತ್ ಹರಿಯುತ್ತಿರುವ ತಂತಿಯನ್ನು ಮುಟ್ಟಿದಾಗ ನಮಗೆ ವಿದ್ಯುತ್ ಆಘಾತವಾಗುತ್ತದೆ. ಏಕೆಂದರೆ ನಮ್ಮ ದೇಹ ವಿದ್ಯುಚ್ಛಕ್ತಿಯ ಸಂವಾಹಕ.			

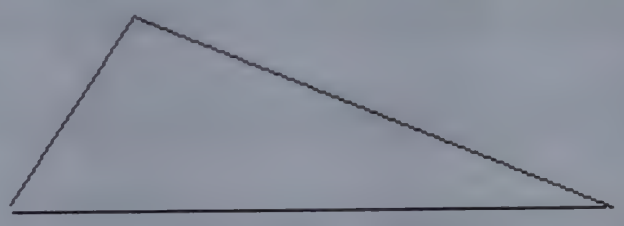
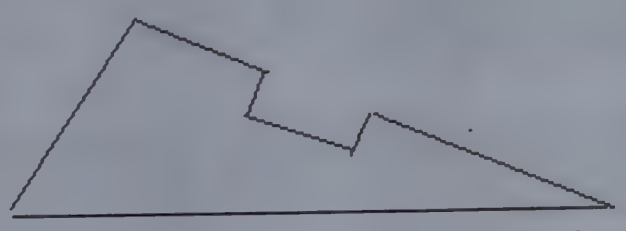
ನಮೂನೆ 4: ಉಪನ್ಯಾಸಕರಿಗೆ ಪ್ರಶ್ನಾವಳಿ

ಭಾಗ–2

ಈ ಭಾಗದಲ್ಲಿ ಭಾಷೆ/ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ದಯವಿಟ್ಟು ನೀವು ಪಾಠಮಾಡುವ ಭಾಷೆ/ವಿಷಯದ ಪ್ರಶ್ನೆಗಳನ್ನು ಮಾತ್ರ ಉತ್ತರಿಸಿ. ಉದಾಹರಣೆ, ನೀವು ವಿಜ್ಞಾನದ ಪದ್ಧತಿಗಳನ್ನು ಕಲಿಸುವ ಪ್ರಶಿಕ್ಷಕರಾಗಿದ್ದಲ್ಲಿ, ವಿಜ್ಞಾನದ ಪ್ರಶ್ನೆಗಳಿಗೆ ಮಾತ್ರ ಉತ್ತರಿಸಿ.

ಗಣಿತ

ಸರಿಯೆ (✓) ತಪ್ಪೇ (X) ಅಥವಾ ನಿಮಗೆ ತಿಳಿದಿಲ್ಲವೇ (?) ಎಂದು ತೀರ್ಮಾನಿಸಿ. ನಿಮ್ಮ ಅನಿಸಿಕೆಯನ್ನು ಕೊಟ್ಟಿರುವ ಜಾಗದಲ್ಲಿ ಗುರುತಿಸಿ.

	ಸರಿ	ತಪ್ಪು	ತಿಳಿದಿಲ್ಲ
1. ಶಾಲಾ ಗಣಿತದಲ್ಲಿ ಪಜಲ್ಸ್ ಬಿಡಿಸುವುದು, ಅತಿ ಮುಖ್ಯವಾದ ಅಂಶವಾಗಿದೆ.			
2. ಭಿನ್ನರಾಶಿಗಳ ಬಗ್ಗೆ ಕಲಿಯದೆ ದಶಮಾಂಶಗಳನ್ನು ಕಲಿಯುವುದು ಸಾಧ್ಯವಿಲ್ಲ			
3. ಗಣಿತ ವಿಷಯವು ಯೂರೋಪ್‌ನಲ್ಲಿ ಉಗಮವಾಗಿ ಪ್ರಪಂಚದ ಇತರ ಭಾಗಗಳಿಗೆ ಹರಡಿತು.			
4. ಎರಡು ಸಿಲಿಂಡರ್ ಆಕೃತಿಗಳಿವೆ. ಮೊದಲನೇ ಸಿಲಿಂಡರಿನ ತ್ರಿಜ್ಯ r_1, ಎತ್ತರ h_1, ಆಗಿದೆ. ಎರಡನೇ ಸಿಲಿಂಡರಿನ ತ್ರಿಜ್ಯ r_2 ಎತ್ತರ h_2ಆಗಿದೆ. ಎರಡೂ ಸಿಲಿಂಡರುಗಳ ಹೊರಮೈ ಕ್ಷೇತ್ರಫಲ ಒಂದೇ ಆಗಿದೆ. ಅವುಗಳ ಗಾತ್ರ ಒಂದೇ ಆಗಿರುತ್ತದೆ.			
5. ಶಾಲೆಗಳಲ್ಲಿ ಗಣಿತ ಬೋಧಿಸುವುದರ ಪ್ರಮುಖ ಕಾರಣ ಉತ್ತಮ ಲೆಕ್ಕಾಚಾರದ ಕೌಶಲ ಬೆಳಸುವುದೇ ಆಗಿದೆ.			
6. ಬೀಜಗಣಿತ ಸಮೀಕರಣಗಳು ಯಾವಾಗಲೂ ಒಂದೇ ಪರಿಹಾರವನ್ನು ಹೊಂದಿರುತ್ತದೆ.			
7. ಮಕ್ಕಳು ಮಗ್ಗಿಗಳನ್ನು ಕಂಠಪಾಠ ಮಾಡುವವರೆಗೆ ಗಣಿತದ ಕಲಿಕೆ ಅಪೂರ್ಣವಾಗುವುದು			
8. ಪ್ರತಿಯೊಂದು ಚೌಕವೂ ಒಂದು ಚತುರ್ಭುಜವೇ			
9. 7ನ್ನು 700% ಎಂದೂ ಕೂಡ ವ್ಯಕ್ತಪಡಿಸಬಹುದು(ಪ್ರತಿನಿಧಿಸಬಹುದು)			
10. ಕೆಳಗಿನ ಚಿತ್ರಗಳಲ್ಲಿ ಚಿತ್ರ 2 ರ ಸುತ್ತಳತೆ ಚಿತ್ರ 1 ರ ಸುತ್ತಳತೆಗಿಂತ ಕಡಿಮೆ ಆಗಿದೆ  ಚಿತ್ರ 1 ಚಿತ್ರ 2 			

ನಮೂನೆ 4: ಉಪನ್ಯಾಸಕರಿಗೆ ಪ್ರಶ್ನಾವಳಿ

ಭಾಗ–2

ಈ ಭಾಗದಲ್ಲಿ ಭಾಷೆ/ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ದಯವಿಟ್ಟು ನೀವು ಪಾಠಮಾಡುವ ಭಾಷೆ/ವಿಷಯದ ಪ್ರಶ್ನೆಗಳನ್ನು ಮಾತ್ರ ಉತ್ತರಿಸಿ. ಉದಾಹರಣೆ, ನೀವು ವಿಜ್ಞಾನದ ಪದ್ಧತಿಗಳನ್ನು ಕಲಿಸುವ ಪ್ರಶಿಕ್ಷಕರಾಗಿದ್ದಲ್ಲಿ, ವಿಜ್ಞಾನದ ಪ್ರಶ್ನೆಗಳಿಗೆ ಮಾತ್ರ ಉತ್ತರಿಸಿ.

ಸಮಾಜವಿಜ್ಞಾನ

1. ಈ ಕಲೆಗಳನ್ನು ಪೋಷಿಸಿದ ರಾಜಮನೆತನಗಳನ್ನು ಆಯ್ದು, ಬಿಟ್ಟ ಸ್ಥಳಗಳಲ್ಲಿ ಬರೆಯಿರಿ.

1.1 ಕರಿಯ ಕಲ್ಲಿನಲ್ಲಿ ಕುಸುರಿಕೆಲಸದ ಕೆತ್ತನೆಯನ್ನು ಮೊತ್ತ ಮೊದಲು ಆರಂಭಿಸಿದವರು_____
(ಕಲ್ಯಾಣ ಚಾಲುಕ್ಯರು, ಹೊಯ್ಸಳರು, ಯಾದವರು)

1.2 ಗುಂಹಾತರ ದೇವಾಲಯಗಳ ನಿರ್ಮಾಣದ ಪ್ರೋತ್ಸಾಹ ಮೊದಲು ಮಾಡಿದವರು_____
(ಗುಪ್ತರು, ಸಾತವಾಹರು, ಬಾದಾಮಿ ಚಾಲುಕ್ಯರು)

1.3 ಕಾವಿಕಲೆ ಹೆಚ್ಚು ಪ್ರಚಲಿತವಿದ್ದು _____
(ಕದಂಬರಾಜ್ಯದಲ್ಲಿ, ಮೊಗಲ್ ಸಾಮ್ರಾಜ್ಯದಲ್ಲಿ, ಪಾಂಡ್ಯ ಅರಸರಲ್ಲಿ)

1.4 ಲೋಹ ಮೂರ್ತಿನಿರ್ಮಾಣಕ್ಕೆ ಹೆಚ್ಚು ಪ್ರೋತ್ಸಾಹ ನೀಡಿದವರು _____
(ಚೋಳರು, ಚೇರರು. ಪಾಂಡ್ಯರು)

1.5 ಕರ್ನಾಟಕ ಸಂಗೀತ ಪ್ರಕಾರ _____ಕಾಲದಲ್ಲಿ ಮೊದಲಿಟ್ಟಿತು.
(ತಂಜಾವೂರು ಚೋಳರು, ವಿಜಯನಗರ, ವೆಲ್ಲೂರಿನ ನಾಯಕರು)

1.6 ಗಾಂಧಾರ ಶಿಲ್ಪವು _____ ಇವರಿಂದ ಪ್ರಚಲಿತಕ್ಕೆ ಬಂದಿತು.
(ಕನಿಷ್ಕ, ಮೌರ್ಯ, ಕಣ್ವ)

1.7 ಇವರ ಆಸ್ಥಾನದಲ್ಲಿ ಹಿಂದೂಸ್ಥಾನಿ ಸಂಗೀತಕ್ಕೆ ಹೆಚ್ಚು ಪ್ರೋತ್ಸಾಹ ದೊರೆಯಿತು_____
(ಮೊಗಲರು, ಹೈದರಾಲಿ, ಅರ್ಕಾಟ್ ನವಾಬರು)

1.8 ಸಾತವಾಹನರ ರಾಜಧಾನಿಯಾಗಿದ್ದ ಪ್ರತಿಷ್ಠಾನಪುರ(ಈಗಿನ ಪೈಠಣ–ಮಹಾರಾಷ್ಟ್ರ) ಈಗಲೂ ಪ್ರಸಿದ್ಧವಿರುವುದು _____
(ಜೇಡಿಮಣ್ಣಿನ ವಸ್ತುಗಳ ನಿರ್ಮಾಣಕ್ಕಾಗಿ, ರೇಷ್ಮೆ ಸೀರೆಗಳ ನೇಯ್ಗಗಾಗಿ, ಉಕ್ಕಿನ ಮೊಳೆಗಳಿಗಾಗಿ)

2. ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳು ವಾಸ್ತವಕ್ಕೆ ಹತ್ತಿರವೇ ದೂರವೇ ಆಲೋಚನೆ ಮಾಡಿ ತಿಳಿಸಿರಿ.

2.1 ಉತ್ತರ ಭಾರತದ ಮೇಲೆ ಘಜ್ನಿ ಮಹಮ್ಮದನ ದಾಳಿಯಾಗುತ್ತಿದ್ದ ಕಾಲ ಕ್ರಿ.ಶ. ಸುಮಾರು 1000– ಕ್ರಿ.ಶ. 1026. ಈ ಅವಧಿಯಲ್ಲಿ ದಕ್ಷಿಣಭಾರತದಲ್ಲಿ ಆಳುತ್ತಿದ್ದ ಪ್ರಮುಖ ರಾಜರೆಂದರೆ ಚಾಲುಕ್ಯ ಸೋಮೇಶ್ವರ ಆಹವಮಲ್ಲ ಮತ್ತು ರಾಜೇಂದ್ರ ಚೋಳ	ವಾಸ್ತವಕ್ಕೆ ಹತ್ತಿರ / ದೂರ
2.2 ಕಲ್ಯಾಣದಲ್ಲಿ ಬಿಜ್ಜಳನ ಕಾಲ ಬಸವ – ಅಲ್ಲಮರ ಕಾಲವೂ ಹೌದು. ಆಗ ಉತ್ತರ ಭಾರತದಲ್ಲಿ ಮಹಮ್ಮದ್ ಘೋರಿಯ ದಾಳಿಗಳು ಮುಗಿದಿದ್ದವು.	ವಾಸ್ತವಕ್ಕೆ ಹತ್ತಿರ / ದೂರ
2.3 ವಿಜಯನಗರದ ಶ್ರೀಕೃಷ್ಣದೇವರಾಯ ಮತ್ತು ಮೊಗಲ ಬಾಬರ್ ಸಮಕಾಲೀನರಾಗಿದ್ದರು.	ವಾಸ್ತವಕ್ಕೆ ಹತ್ತಿರ / ದೂರ
2.4 ವಾಸ್ಕೋಡಿಗಾಮಾ ಭಾರತಕ್ಕೆ ಪಾದಾರ್ಪಣೆ ಮಾಡಿದ್ದು ಕ್ರಿ.ಶ.1498. ಆಗ ದಕ್ಷಿಣದಲ್ಲಿ ಆಳುತ್ತಿದ್ದ ಪ್ರಮುಖ ಅರಸುಮನೆತನ ಹೊಯ್ಸಳರು ಮತ್ತು ಯಾದವರು.	ವಾಸ್ತವಕ್ಕೆ ಹತ್ತಿರ /ದೂರ
2.5 ಕಾನ್ಸಂಟಿನೋಪಲ್ ಟರ್ಕಿಗಳ ಕೈವಶವಾದ ಸಮಯ ಕ್ರಿ.ಶ. ಆಗ ಭಾರತದಲ್ಲಿದ್ದ ಪ್ರಮುಖ ಅರಸು ಮನೆತನಗಳೆಂದರೆ	ವಾಸ್ತವಕ್ಕೆ ಹತ್ತಿರ / ದೂರ

3. ಸರಿ ಉತ್ತರಗಳನ್ನು ಗುರುತಿಸಿರಿ. ಪಕ್ಕದಲ್ಲಿ '✓' ಈ ಚಿಹ್ನೆಯಿಂದ ಗುರುತಿಸಿ.

3.1 ನಮ್ಮ ದೇಶದಿಂದ ಮಧ್ಯಾಹ್ನ 12 ಗಂಟೆಗೆ ನ್ಯೂಯಾರ್ಕಿಗೆ ಫೋನ್ ಮಾಡುವುದು ಅಷ್ಟು ಸರಿಯಾಗಲಿಕ್ಕಿಲ್ಲ ಎನ್ನುತ್ತಾರೆ. ಏಕೆಂದರೆ,	1. ಆಗ ಅಲ್ಲಿ ರಾಹುಕಾಲವಿರುತ್ತದೆ. 2. ಆಗ ಅಲ್ಲಿ ಮಧ್ಯರಾತ್ರಿ ಆಗಿರುತ್ತದೆ. 3. ನಮ್ಮಲ್ಲಿ ಆಗ ಸೆಖೆ ಇರುತ್ತದೆ.
3.2 ಎರಡು ಬೃಹತ್ ಜಲರಾಶಿ ಸೇರುವ ಇಕ್ಕಟ್ಟು ಸ್ಥಳಕ್ಕೆ ಜಲಸಂಧಿಯಾದರೆ, ಎರಡು ಬೃಹತ್ ಭೂಭಾಗಗಳು ಸೇರುವ ಇಕ್ಕಟ್ಟು ಸ್ಥಳ:	1. ಖಂಡಾತರ 2. ನೆಲಸಂಧಿ (ಇಸ್ತಮಸ್) 3. ಭೂಶಿರ
3.3 'ಮುಖಜಭೂಮಿ' ಎಂಬುದು:	1. ಮುಖ್ಯವಾಗಿರುವ ಭೂಮಿ 2. ಇಳಿಜಾರು ಪ್ರದೇಶ 3. ನದಿಗಳು ಸಮುದ್ರ ಸೇರಿಕೊಳ್ಳುವಲ್ಲಿ ಉಂಟಾಗುವ ಹೊಸ ಭೂಮಿ
3.4 ಈಗ್ಗೆ ಸುಮಾರು 25 ವರ್ಷಗಳ ಹಿಂದೆ ಬೆಂಗಳೂರಲ್ಲಿ ಫ್ಯಾನುಗಳೇ ಬೇಕಿರಲಿಲ್ಲ ಎಂದು ಹೇಳಲಾಗುತ್ತಿದೆ. ಅದಕ್ಕೆ ಕಾರಣ:	1. ದುರ್ಬಲ ಮತ್ತು ಭ್ರಷ್ಟತೆಯಿಂದ ಕೂಡಿದ ರಾಜಕಾರಣ 2. ಅತಿಯಾದ ನಗರೀಕರಣ ಮತ್ತು ಕೈಗಾರೀಕರಣ 3. ವ್ಯಾಪಾರೋದ್ಯಮಿಗಳ ಹುನ್ನಾರ

4. ಸರಿ ತಪ್ಪು ಗುರುತಿಸಿರಿ

4.1 ಭೂಗೋಲದ ಮೇಲೆ ಉತ್ತರದಕ್ಷಿಣವಾಗಿ ಎಳೆದಿರುವ ಕಾಲ್ಪನಿಕ ರೇಖೆಗಳಿಗೆ ರೇಖಾಂಶ ಎನ್ನುತ್ತಾರೆ.	– ಸರಿ / ತಪ್ಪು
4.2 ಭಾರತದ ಮಧ್ಯ ಹಾದುಹೋಗುವ ಅಕ್ಷಾಂಶದ ಹೆಸರು ಕರ್ಕಾಟಕ ವೃತ್ತರೇಖೆ.	– ಸರಿ / ತಪ್ಪು
4.3 ಕೊಲ್ಲಿಗೂ, ಖಾರಿಗೂ ಯಾವ ವ್ಯತ್ಯಾಸವೂ ಇಲ್ಲ.	– ಸರಿ / ತಪ್ಪು
4.4 ಪನಾಮಾ ಕಾಲುವೆ ಅರಬ್ಬೀ ಸಮುದ್ರ ಮತ್ತು ಮೆಡಿಟರೇರಿಯನ್ ಸಮುದ್ರಗಳನ್ನು ಸೇರಿಸುತ್ತದೆ.	– ಸರಿ / ತಪ್ಪು
4.5 0 ರೇಖಾಂಶವು ಗ್ರೀನ್ವಿಚ್‌ನಲ್ಲಿ ಇರುವುದು ಪ್ರಾಕೃತಿಕ ನಿಯಮ	– ಸರಿ / ತಪ್ಪು

5. ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳ ಕುರಿತು ನಿಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಿ.

	ಒಪ್ಪಿಗೆ	ಒಪ್ಪಿಗೆ ಇಲ್ಲ	ಅಭಿಪ್ರಾಯವೇ ಇಲ್ಲ
5.1 ಕೇಂದ್ರ ಮತ್ತು ರಾಜ್ಯಸರಕಾರಗಳ ಮಧ್ಯೆ ರಾಜ್ಯಪಾಲರ ಅಗತ್ಯವಿಲ್ಲ.			
5.2 ಭಾರತದ ನ್ಯಾಯಾಂಗ ತುಂಬ ನಿಧಾನಗತಿಯಲ್ಲಿರುವುದಕ್ಕೆ ಕಾರಣ ಕಾರ್ಯಾಂಗವೇ!			
5.3 ಗ್ರಾಮಪಂಚಾಯತಿ ಮಟ್ಟದಲ್ಲಿ ಪಕ್ಷರಾಜಕೀಯ ಇರಬಾರದು.			
5.4 ಇತ್ತೀಚಿಗೆ ಜಾರಿಗೆ ಬರುತ್ತಿರುವ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯ್ದೆಯಿಂದ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿನ ಪ್ರಯೋಗಶೀಲತೆಗೆ ಅಡ್ಡಿಯಾಗಲಿದೆ.			
5.5 ರಾಜಕೀಯದಲ್ಲಿ ಮಹಿಳೆಯರ ಸ್ಥಾನ ಮೀಸಲಾತಿ ಸಾಮಾಜಿಕ ಚಲನಶೀಲತೆಯನ್ನು ಉಂಟು ಮಾಡುವುದಕ್ಕಿಂತ ರಾಜಕೀಯ ಹೊಯ್ದಾಟಕ್ಕೆ ದಾರಿಮಾಡಿಕೊಡುತ್ತದೆ.			

Instrument 5: Student teachers' Focus group discussion

Leading questions

1. What inputs did the college give you for teaching practice?

2. What more inputs do you require before going for teaching practice?

3. During your practice teaching and elsewhere, you must have observed children playing/studying/working. What is your opinion on how children:

3.1 Learn

3.2 Express themselves

3.3 How can children's creativity be nurtured?

3.4 Do you think children should be disciplined? Why or why not? If yes, then how?

3.5 Do you think children's socio-cultural context has a bearing on how they learn? Can you quote specific examples to substantiate your answer?

4. How are your lecturers preparing you for becoming a teacher?

5. What is your opinion about the D.Ed programme? (Do you think the programme is too lengthy / irrelevant / impractical?)

6. What were your views about teaching before joining the D.Ed programme? Did it change after joining the programme? If yes, how?

7. How confident do you feel about activity based teaching/learning?

8. What are the skills you have developed so far to become an effective teacher?

9. Have you used computers? If yes, how many hours have you used? What have you used them for?

Instrument 6: Teacher Educators' FGD
Leading questions

1. Why did you join this profession?

2. What are the gaps that you perceive in the D.Ed programme?

3. What is your opinion on available academic resources in your college/ neighborhood?

4. What is the academic support that you receive form the department / DIET/ other agencies?

5. Do you discuss academic matters with your peers?

6. What is the nature and frequency of academic help you feel are required?

7. What measures are you taking to prepare your students to become primary school teachers?

8. How can the D.Ed programme better cater to the needs of present-day schools?

9. How do you feel D.Ed students should be seated in classrooms?

10. What kind of resources do you think students need to become effective teachers?

Instrument – 7

Issues to be discussed with Experts:

1. Teacher educators' training
2. Role of DIETs in monitoring & feedback
3. Internship/Practice Teaching
4. Synergy
5. Curriculum revision
6. Co-ordination board

List of Sample Colleges

Appendix - 2

Sl.No	Name of the Institution	Bangalore Division District	Category
1	SLN TTI	BANGALORE URBAN	A
2	RV TTI	BANGALORE URBAN	A
3	SACRED HEART TTI	BANGALORE URBAN	A
4	MY INSTITUTE D.Ed COLL	BANGALORE URBAN	A
5	ST.TERESAS TTI	BANGALORE URBAN	A
6	T.T.I FOR WOMEN	SHIVAMOGGA	A
7	BASAVESWARA D.Ed COLL	TUMKUR	A
8	DIET, BANGALORE RURAL	BANGALORE RURAL	G
9	DIET, KOLAR	KOLAR	G
10	DIET	SHIVAMOGGA	G
11	DIET, TUMKUR	TUMKUR	G
12	SANTHOSH TEACHERS TRAINING INST. BANGARPET	KOLAR	U
13	SATHISH CHANDRA MEMORIAL D.Ed COLL	BANGALORE RURAL	U
14	RCNC D.Ed COLLEGE	BANGALORE RURAL	U
15	SRI ARAVINDA TTI	BANGALORE RURAL	U
16	ANUGRAHA TTI	BANGALORE URBAN	U
17	RAJAJINAGAR TCH COLLEGE (KTSU)	BANGALORE URBAN	U
18	SRI SARVAGNA D.ED COLLEGE	BANGALORE URBAN	U
19	MANJUNATHA TTI THALAGHATTAPURA	BANGALORE URBAN	U
20	VIJAYATTI	BANGALORE URBAN	U
21	KANAKA TEACHERS TRAINING INSTITUTE	BANGALORE URBAN	U
22	EAST WEST	BANGALORE URBAN	U
23	KRISHNA SAGARA D.Ed COLLEGE	BANGALORE URBAN	U
24	S.K.T.TTI	BANGALORE URBAN	U
25	AMITHA, TTI	BANGALORE URBAN	U
26	SRI KAGINELE MAHASAMSTHANA TTI	BANGALORE URBAN	U
27	CHRIST D.ED KAGALIPURA	BANGALORE URBAN	U
28	NEHRU MEMORIAL TT COLLEGE	BANGALORE URBAN	U
29	BES D.ED COLLEGE	CHIKKABALLAPURA	U
30	PRAGATHI D.Ed COLLEGE, CHIKKABHALLAPURA	CHIKKABALLAPURA	U
31	SRI SURYA D.Ed COLLEGE, CHIKKABHALLAPURA	CHIKKABALLAPURA	U
32	SRI K.V. D.Ed COLLEGE, CHIKKABHALLAPURA	CHIKKABALLAPURA	U

33	SRI REVANASIDDESHWARA D.Ed COLLEGE	CHITRADURGA	U
34	NALANDA D.Ed COLLEGE, JAGALURU	DAVANAGERE	U
35	SRI. GURUKARIBASAVESWARA TTI	DAVANAGERE	U
36	NETAJI TTI MALUR	KOLAR	U

37	MANASA D.Ed COLLEGE, MALUR	KOLAR	U
38	SHANTHINEKETHAN D.Ed COLLEGE	RAMANAGAR	U
39	SREE NIRVANA SWAMY D.Ed COLLEGE	RAMANAGAR	U
40	THE RURAL TTI	RAMANAGAR	U
41	PRIYADARSHINI	SHIVAMOGGA	U
42	BHARATHI TTI	TUMKUR	U
43	HAZRATH MADAR SHAH(WAKF) D.Ed COLLEGE	TUMKUR	U
44	S.V.S. D.Ed COLLEGE	TUMKUR	U
45	INDIRA D.Ed COLLEGE	TUMKUR	U

Belgaum Division

46	VANITHA D.ED COLLEGE	DHARWAD	A
47	SRI SIDDESHWARA D.ED, LACHANYA	BIJAPUR	A
48	GOVT. TTI, HUNGUND	BAGALKOT	G
49	SJG D.ED COLLEGE, GULEDGUDD	BAGALKOT	U
50	GURU BASAVA D.Ed COLLEGE, ILAKAL	BAGALKOT	U
51	SSG TTI, INCHAL	BELGAUM	U
52	VIDYA PRASARK SAMITHI, RAMDURG	BELGAUM	U
53	Y.V. SANGH'S , YAMAKANMARDI	BELGAUM	U
54	SHRI S P MOOGI D.ED COLLEGE	BELGAUM	U
55	KSR D.ED COLLEGE	BELGAUM	U
56	SHRI VIVEKANANDA D.ED COLEGE	BELGAUM	U
57	KRES D.ED COLLEGE, AINAPUR	CHIKKODI	U
58	ANJUMAN D.ED COLLEGE	DHARWAD	U
59	LALBHADHURSHATRI D.Ed COLLEGE, NAVALGUND	DHARWAD	U
60	YADEYUR SHIDDAIGESHWAR D.ED	GADAG	U
61	A R D.ED COLLEGE	GADAG	U
62	RAJEEV GANDHI P.Tr.T.COLLEGE	GADAG	U
63	SHRI CHANNAPPA KUNNUR D.ED COLLEGE, SHIGGOAN	HAVERI	U
64	BASAVESHWAR D.Ed COLLEGE	HAVERI	U
65	TARALABALU, D.Ed COLLEGE	HAVERI	U
66	MILAN TTI, MUNDAGOD	KARWAR	U
67	M.G.V.C. TTI, MUDDEBIHAL	BIJAPUR	U
68	BLDEA D.ED COLLEGE	BIJAPUR	U
69	GVVS D.ED COLLEGE, NIDAGUNDI	BIJAPUR	U
70	ABHINAVA D.ED COLLEGE, BIJAPUR	BIJAPUR	U

Gulbarga Division

71	BELLARY TTI	BELLARY	U
72	SATYAM TTI	BELLARY	U
73	SHAHUMAHARAJ D.Ed COLLLEGE	BELLARY	U
74	SONIA GANDHI D.Ed COLLEGE	BELLARY	U

75	INDIAN D.Ed INSTITUTE	BELLARY	U
76	ALBADAR D.ED INSTITUTE	GULBARGA	U
77	GODUTHAI MAHILA SHIKSHAKARATTI	GULBARGA	U
78	VES D.ED COLLEGE	GULBARGA	U
79	CHANDRAKANTH PATIL MEMORIAL D.ED COLLEGE	GULBARGA	U
80	MOTHER TERESA TTI	GULBARGA	U
81	NUTANA VIDYALAYA D.ED COLLEGE	GULBARGA	U
82	KEERTHI D.ED COLLEGE	GULBARGA	U
83	CPM D.ED COLLEGE	GULBARGA	U
84	DECCAN TRAINING INSTITUTE	GULBARGA	U
85	GURUNANAK D.ED COLLEGE	BIDAR	U
86	SRI VEERABHADRESHWAR D.ED COLLEGE	BIDAR	U
87	EKALAVYA, BASAVAKALYAN TALUK	BIDAR	U
88	SRI SADGURU SIDDHAROODHA SWAMI D.ED COLLEGE	BIDAR	U
89	DR. S.B. AMARKHED TTI	RAICHUR	U
90	DIET, YERMARAS	RAICHUR	G
91	NANDINI D.ED COLLEGE	RAICHUR	U

Mysore Division

92	J.S.S.T I FOR WOMEN	MYSORE	A
93	SRI HARINARAYANA SOMANI D.ED COLLEGE	MYSORE	A
94	SREE RAMACHANDRA TEACHER TRAINING COLLEGE	CHAMARAJANAGARA	U
95	SUKRUTHA TTI, YELANDUR	CHAMARAJANAGARA	U
96	BHARAT UNIVERSAL TTI	HASSAN	U
97	SVM GOWTHAMA D.ED	HASSAN	U
98	NDRK D.ED COLLEGE	HASSAN	U
99	SPOORTHI D.ED COLLEGE	HASSAN	U
100	PET COLLEGE	MANDYA	U
101	S.MUNESHWARA SHIVAYOGI	MANDYA (MADDUR)	U
102	ADICHUNCHUNGIRI TRUST COLLEGE, H.D.KOTE	MYSORE	U
103	INDIRA D.ED COLLEGE	MYSORE	U
104	D.M. INSTITUTE OF TEACHERS EDUCATION	MYSORE	U
105	GOVT. MAHARANI'S D.ED COLLEGE	MYSORE	G
106	SMT RAMABAI AMBEDKAR D.ED COLLEGE	MYSORE	U
107	SKMK COLLEGE OF EDUCATION	MYSORE	U
108	SAMIRA D.ED COLLEGE	MYSORE	U

NCTE Norms for establishing TEI offering D.Ed courses

Norms and Standards for Elementary Teacher Education Programme leading to Diploma in Education

1.0 Preamble

1.1.1 Free and compulsory elementary education (6-14 years) is the fundamental right of every child in our country. The aim of elementary education is to fulfill the basic learning needs of all children in an inclusive school environment bridging social and gender gaps with the active participation of the community.

1.1.2 The objectives of elementary education are to enable the child to develop skills of literacy, numeracy, communication and problem solving and acquire knowledge and understanding of the physical and social world around and attitudes and skills related to enhancing productivity and quality of life.

1.1.3 The elementary stage of education marks the beginning of formal introduction of the child to the 3R's gradually moving on to the study of the disciplines. It should provide for a learning environment for children that promote joyful, activity based and participatory teaching and learning.

1.1.4 The elementary teacher education programme carries different nomenclatures like BTC, Diploma in Education, TTC and so on. Both the duration of training and entry qualifications differ across states. The course is offered in elementary teacher education institutions and in DIETs. The programme is aimed at preparing teachers for Ist to VIIIth level of education.

2.0 Duration and working days

2.1 Duration

The elementary teacher education programme shall be of duration of two academic years.

2.2 Working Days

(a) There shall be at least 180 working days each year exclusive of the period of examination and admission, out of which at least 40 days shall be for practice teaching/skill development in nearby elementary schools.

(b) A working day shall be of a minimum of 6 hours in a six day week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for individual advice, guidance, dialogues and consultation as and when needed.

3.0 Intake, Eligibility and Admission Procedure

3.1 Intake

There shall be a basic unit of 50 students, for each year. However, the District Institute of Education & Technology(DIETs)/District Resource Centres(DRCs) sanctioned under the Centrally Sponsored Scheme on Teaching Education could be sanctioned a maximum intake of 200 subject to fulfillment of other requirements.

3.2 Eligibility

3.2.2 Candidates with at least 50% marks in the senior secondary examination (+2) or its equivalent are eligible for admission.

3.2.3 The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable. There shall be relaxation of 5% marks in favour of SC/ST/OBC and other categories of candidates.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government /UT Administration.

4.0 Staff

4.1 Academic

4.1.a (i) **Number** (For a basic unit of 50 students or less with combined strength of 100 or less for the 2 year course)

Principal	-	1
Lecturers	-	5

4.1.a (ii) For additional intake which will be in the multiple of 50 student, the number of full time teacher educators shall be increased by three. However on each occasion additional intake of one basic unit shall be considered.

4.1.a (iii) Appointment of teachers shall be such as to ensure the availability of expertise for all methodology courses and foundation courses.

4.1. (b) Qualifications

(i) Principal

(a) Academic and professional qualification will be as prescribed for the post of lecturer; and

(b) 5 years' experience of teaching in an elementary teacher education institution.

(ii) Lecturer

M.Ed.

OR

M.A. (Education) with either B.Ed. or B.El.Ed. with 55% marks

OR

Masters degree in any subject with either D.Ed or B.El.Ed. with 55% of marks

Note: - Candidates having B.Ed degree of two years duration shall be given special weightage.

4.2 Technical Support Staff

(a) Number

- Librarian - 1 (full time)
- Art (Fine Arts/performing Art/music) - 1 (Part-time)
- Health & Physical Education - 1 (Part time)
- Work experience - 1 (Part time)

(b) Qualifications

As prescribed by State Government/UT Administration concerned.

4.3. Administrative staff

(a) Number

(i) UDC/Office Superintendent - 1 (Regular)

(ii) Computer Operator-cum-Store keeper - 1 (Regular)

(iii) Helpers - 2 (Regular)

(b) Qualifications

As prescribed by State Government/UT Administration concerned.

4.4 Terms and conditions of service

(a) The appointment shall be made on the basis of recommendations of the Selection Committee constituted as per the policy of the Central/concerned State Government/Board whichever is applicable.

(b) All appointments are to be made on full-time and regular basis excepting those specified as part-time.

(c) Appointment of part-time instructors and other supporting staff shall be made as per norms of the concerned Government.

(d) The academic and other staff of the institutions shall be paid such salary as may be prescribed by the concerned Government by account payee cheque or as per advice into the bank account of the employee, specially opened for the purpose.

(e) The management of the institution shall discharge the statutory duties relating to pension, gratuity, provident fund, etc. for its employees.

(f) The age of superannuation of staff shall be determined by the policy of concerned Government.

(g) The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government.

5.0 Facilities

5.1 Infrastructure

5.1.1 The institution must have at least 1500 sq. mts. land whereupon built-up area consisting of classrooms etc. shall not be less than 1000 sq. mts. Space in each instructional room shall be 10 sq.ft. per student.

Built up Area for running other courses in combination with D.Ed programme shall be as under:-

Only D.Ed.	- 1000 Sq mts.
B.Ed. plus D.Ed.	- 2500 Sq.mts.
B.Ed. plus D.Ed. and M.Ed.	- 3000 Sq.mts.

5.1.2 There shall be provision for two classrooms, one multi-purpose hall, one multi-purpose laboratory, seminar/tutorial rooms, resource room for education of children with disability, separate rooms for the Principal, for the faculty members, for the office and for the administrative staff and a store. Appropriate space shall be provided for Music, Art, Drama, Work Experience activities. For every instructional room like class rooms, laboratory, library etc. space shall not be less than 10 sq.ft. per student. Multi-purpose hall shall have the seating capacity for 150 persons.

5.1.3. There shall be games facilities with a playground. Alternatively, the playground available with the attached school or local body may be utilized exclusively for fixed periods. Where there is scarcity of space as in metropolitan towns/hilly regions, facilities for small court games, yoga and indoor games may be provided.

5.1.4. Safeguard against fire hazard be provided in all parts of the building.

5.1.5. The institutional campus, building, furniture etc. should be barrier free.

5.1.6. Hostel for boys and girls separately and some residential quarters are desirable.

5.2 Instructional

(a) The institution shall have easy access to sufficient number (5-10) of recognized schools for practice teaching. The school should be within the radius of 10 kms. of recognized elementary schools for field work and practice teaching related activities of student teachers. A list of such schools shall be prepared. It is desirable that it has an attached elementary school of its own.

(b) There shall be a multi-purpose educational laboratory with psychology and science sections, and a workshop attached to it.

(c) The science section shall have the apparatus required to demonstrate all the experiments as per the syllabus of elementary schools.

(d) The psychology section shall have facilities for observation of children, counseling & guidance, Personality and Interest Inventories.

(e) There shall be hardware and software facilities for language learning.

(f) There shall be an Educational Technology laboratory with hardware for projection and duplication and educational software, required for imparting Information Technology (IT) literacy, including TV, Camera etc.

(g) ROT (Received Only Terminal) and SIT (Satellite Interlinking Terminal) shall be desirable.

(h) There shall be a library equipped with minimum 2000 titles including text and reference books related to the prescribed course of study, educational encyclopedias, year books, electronic publications (CD Roms) and five educational journals on elementary education and related subjects. It should be augmented with addition of 200 titles annually. The library shall have photocopying facility and computers with internet facility for the use of faculty and student – teachers.

(i) There shall be an Art and Music section, equipped with art paper, boards, brushes, colours etc. for visual art, simple musical instruments such as harmonium, tabla, flute, mridanga, other local popular instruments, costumes and accessories for staging dance and drama performance, curtains and other accessories.

5.3. Amenities

5.3.1 Functional and appropriate furniture in required number for instructional and other purposes.

5.3.2 The institution shall provide *separate* common rooms for male and female teacher educators/students-teachers.

5.3.3 Sufficient number of toilets, separate for male and female, shall be made available for staff and students.

5.3.4 Arrangement may be made for parking of vehicles.

5.3.5 Safe drinking water be provided in the institution.

5.3.6 Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.

6.0 Curriculum Transaction

Apart from teaching of foundation subjects, there shall be provision for teaching of methods subjects relating to primary and upper primary curriculum, namely Regional Language/Mother Tongue, English, Mathematics, Science and Social Studies and environmental education etc.

7.0 General

If one or more courses in teacher education are run by the same institution in the same building, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared.

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